

Governors State University OPUS Open Portal to University Scholarship

Annual Reports

College of Health and Human Services

2008

Make Someone's Life Better

College of Health and Human Services

Follow this and additional works at: http://opus.govst.edu/chhs_annual_reports

Recommended Citation

Governors State University College of Health and Human Services, "Make Someone's Life Better" (2008). http://opus.govst.edu/chhs_annual_reports/1

This Book is brought to you for free and open access by the College of Health and Human Services at OPUS Open Portal to University Scholarship. It has been accepted for inclusion in Annual Reports by an authorized administrator of OPUS Open Portal to University Scholarship. For more information, please contact opus@govst.edu.

make someone's life better

New Name, Same Mission

**Learning the Art of
Empathy**

**Passing with Flying
Colors**

**Broadening Their
Horizons**

**Planting Seeds for
the Future**



Governors State University

College of Health and Human Services

**Master of Physical Therapy
Graduate Kirn Lall**

Please Make Your Contribution to the College of Health and Human Services Today

The College of Health and Human Services needs your support.

Our communities need — and deserve — the very best health and human services. And our citizens deserve the very best educational opportunities.

The two go hand-in-hand. Your donation can help us ensure both.

First, the College provides an affordable and accessible education. All of our students come to us from community colleges or other post secondary institutions. They come to us because we respect the hard work and sacrifice they have undertaken to earn their education.

Many work full-time, raise families, and still manage the tough challenges of a health or human services education. Our mission has always been to provide the kind of opportunities that allow them to succeed: affordable tuition, support services, and outstanding programs — so their education opens real doors and solid careers in the health and human services.

That's the way it has been for nearly forty years, and that's the way it will continue to be — with your help.

Second, our communities, with their rich and complex diversity, have the right to quality and accessible health and human services. These are not optional; they are integral to a humane quality of life.

The quality of care an individual receives is directly related to the quality of preparation the practitioner has received.

The College of Health and Human Services knows that. It also knows, and incorporates throughout its programs' curricula, issues of health disparities. We teach our students to become culturally competent practitioners who can understand and respond to the whole person. We teach them to be ready to

provide the precise kind of care individuals require for their health, well-being, and personal dignity.

"Education is for improving the lives of others and for leaving your community and world better than you found it."

*— Marian Wright Edelman,
President and Founder of the
Children's Defense Fund*

We also continue to make a health or human services education readily accessible to minority students, so our communities have professionals who reflect — and understand — the populations they serve. We believe this is vital to reducing the prevalence of health disparities and increasing trust and openness toward the professions that are there to help.

Finally, the College continues to expand its programs, including additional doctorate programs. As science and research increase what we know about caring for clients or patients, the base of knowledge individual practitioners need grows dramatically. And as shortages emerge of qualified educators to teach the next generation of practitioners, new professional doctorates will help fill the void by preparing professionals who can step seamlessly from care to the classroom. Without them, critical shortages in health professionals like nurses will continue to spiral and have a negative impact on the quality of healthcare available to our citizens.

This is what we do. But we can't do it alone. To continue to do it well, to do it right, we need you.

As a benefactor of the College of Health and Human Services, you will **make someone's life better**. Please use the envelope included with this magazine for your contribution. Make your check payable to the Governors State University Foundation. Be sure to indicate that your gift is directed to the College of Health and Human Services. Gifts also may be made via the Foundation's website: www.govst.edu/foundation.

The Governors State University Foundation is a 501(c)3 organization, and all gifts are tax deductible.

To learn more about funding opportunities, contact Linda Samson, dean of the College of Health and Human Services, at 708.534.4388, or l-samson@govst.edu; or Christine Radtke, Office of Advancement, at 708.235.7494 or c-radtke@govst.edu.

Thank you for helping **make someone's life better**.

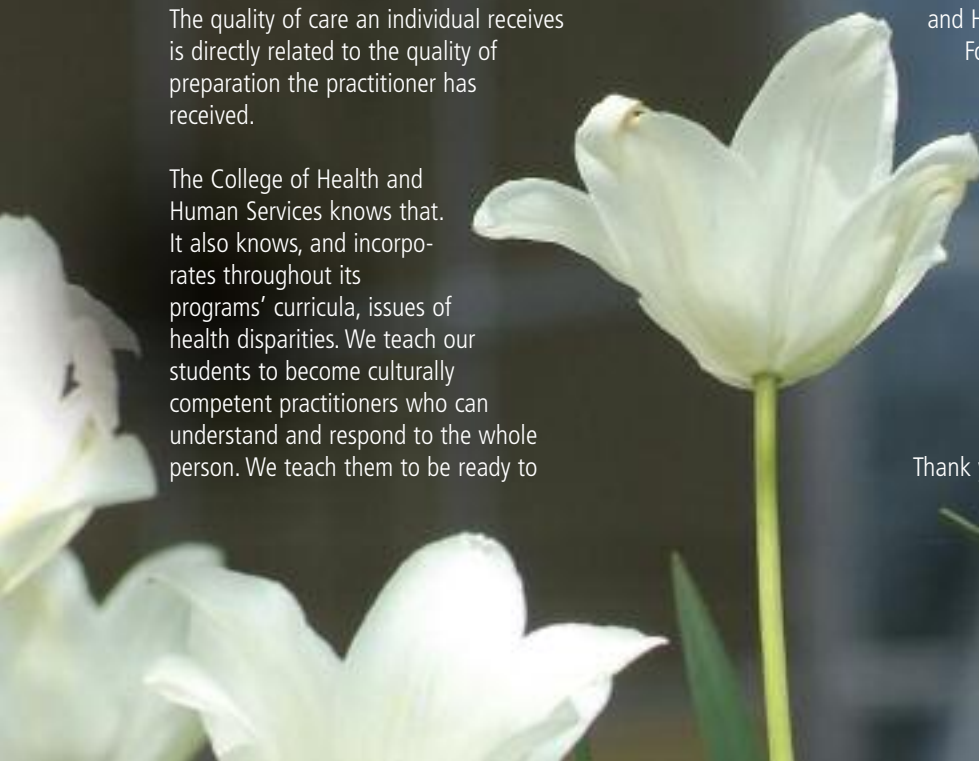


TABLE OF CONTENTS

5 **Dean Linda Samson: Another Year of Achievement**

It's been another good year for the College of Health and Human Services, reflects CHHS Dean Linda Samson. A brand new doctoral program will be offered this coming fall, and two more beginning in January. Several other programs have earned full accreditation from their respective accrediting bodies. Acknowledging the College's dedicated faculty and staff, Dean Samson sees progress on all fronts.

6 **MHA Grad Takes the Lead**

John Cicero has taken the reins of the Will County Health Department. It's a big job, but his GSU graduate education in health administration has prepared him to meet the challenges of one of the fastest-growing counties in the nation.

DEAN

**Linda F. Samson, PhD, RN, BC;
NEA, BC**
www.govst.edu/chhs

DEPARTMENT CHAIRS

Gregory Blevins, PhD
Addictions Studies and Behavioral
Health
www.govst.edu/adds

**Elizabeth A. Cada, EdD, OTR/L,
FAOTA**
Occupational Therapy
www.govst.edu/mot

Russell Carter, PT, EdD
Physical Therapy
www.govst.edu/dpt

Kyusuk Chung, PhD
Health Administration
www.govst.edu/mha

**Nancy MacMullen, PhD,
RNC-HROB, APN/CNS**
Nursing
www.govst.edu/nursing

Gerri Outlaw, EdD
Social Work
www.govst.edu/sw

William S. Yacullo, PhD
Communication Disorders
www.govst.edu/cdis

PROGRAM COORDINATORS

**Lorri Glass, PhD, MSW,
LCSW, ACSW**
Bachelor of Social Work

**Nancy MacMullen, PhD,
RNC-HROB, APN/CNS**
Doctor of Nursing Practice

WEBSITE

www.govst.edu/chhs

9 **Different Name, Same Mission**

While the College's name — College of Health and Human Services — may be new, the strategic mission remains the same. The goal is, and always has been, providing the highest quality education possible, so that students can make a difference in the lives of those most vulnerable and in need of health and human services.

10 **James E. Reynolds II: 'Your Pain in My Heart'**

For James Reynolds, choosing to enter the field of communication disorders at the age of 36 was a crucial decision in his life. But it was the right choice, no doubt. Not only is he learning to help others, he's also learning what he needs to succeed in any helping profession: empathy. He describes it as the ability to feel "your pain in my heart."

14 **Passing with Flying Colors**

With the MHA program's continued CAHME accreditation, Chicago Southland area residents looking to enroll in an accredited Master of Health Administration (MHA) program need look no farther than their own backyard. GSU is now one of only three universities in the entire state of Illinois, and the only public university, to have a CAHME accredited MHA program. CAHME accreditation is a gold-sealed stamp of approval for graduate health administration programs across United States and Canada.

CHHS Magazine

EDITOR/WRITER
Margaret Brady

ASSISTANT EDITOR
Michael Hopkins

CONTRIBUTORS
Eric Matanyi
Nancy Burley
Lindsay Gladstone
Colleen Rock

PHOTOGRAPHER
Bruce Crooks

ART DIRECTOR
Ann Needham

TABLE OF CONTENTS

16 Broadening Their Horizons

The lives of individuals living with developmental disabilities are being touched and transformed for the better, thanks to a unique collaboration between the College's physical therapy students and Midwestern University's occupational therapy students. It's a win-win situation all around: students are gaining invaluable, on-the-job experience, and clients are living happier, healthier lives.

17 PT Student Profile: Shecanna Woomer

It may sound cliché, but physical therapy student Shecanna Woomer loves learning. And as a graduate assistant working in the field of conductive education, she has found it easy to learn something new every day.

22 Project PROMPT

The field of physical therapy is in dire need of more minority physical therapists. Dr. Prisca Collins is working hard to alleviate this shortage through a project designed to foster the recruitment, retention, and improved academic performance of minority students. The ultimate goal: help students become successful professionals once they've completed the College's physical therapy program.

24 Kirn Lall: 'Be the Change You Want to See'

Kirn Lall embodies the College's mission: **make someone's life better**. This 2007 Master of Physical Therapy graduate has discovered, firsthand, the impact she can have on another human being. It's all about the "power of possibility," as Kirn likes to call it — believing in your client's ability to take steps toward recovery.

28 Letticia Soto: Right Where She Should Be

Passion, drive, and motivation are what got Letticia Soto to where she is today. She's one of the lucky ones. She loves what she does, and she's right where she belongs. Best of all, she's helping fill a critical need for bilingual professionals in speech-language pathology.

30 Planting the Seeds for Nursing's Future Generation

Carol Alexander and Rose Murry want to see more African Americans with advanced degrees in nursing. The two MSN graduates are passionate about motivating students, especially minorities, to reach the highest levels of nursing education possible. And they've created a program here in the southland designed to do just that.

35 Report from Belize: CHHS Addictions Studies Grad Goes Far

Once the diplomas have been distributed and the tassels flipped over, you never know where College of Health and Human Services graduates will end up. Take Pat Breshears, for instance. This 1999 grad (MHS, Addictions Studies) wound up serving as an administrator for a dual diagnosis addictions treatment facility in the Central American country of Belize.

37 Breaking Barriers for Latinos

Less than 10 percent of Latinos who finish high school go on to higher education. Dr. Maristela Zell wants to know why. She's engaged in a research project designed to improve the post-secondary educational opportunities for the area's growing Latino population.



Dean Linda Samson: Another Year of Achievement

Dear Friends,

It has been a remarkable year of change and accomplishment for the College. We have continued our ongoing transformation into a research institution dedicated to addressing health disparities in our region. We've continued to take the lead in developing innovative new programs. And we've even adopted a new name. It is a much different college than it was five years ago. But there remains one constant: our commitment to the region and to our students. The more we have changed, the more we have remained the same. Allow me to elaborate.

In one sense, much has changed, flourished, and developed throughout the College. First, we changed our name to better reflect who we are and what we do, as well as the College's growing range of academic programming. We bid a fond farewell to the name "College of Health Professions" and adopted the new name of **College of Health and Human Services**, effective July 1, 2008.

Second, you may have noticed this publication has a new name, too. We're no longer calling it our *Annual Report*. This is a magazine, and its name mirrors our mission — **make someone's life better**.

Third, the College is making dynamic advancements in terms of our academic programming. We're extremely excited about several new doctoral programs we're offering, beginning with our Doctor of Nursing Practice (DNP) this Fall. In January, we'll offer two more: the Doctor of Occupational Therapy (DrOT) and the Transitional Doctor of Physical Therapy (t-DPT). Through these new programs, we intend to provide our students with the very latest knowledge, therapeutic skills, and expertise they will need to advocate for their patients, while influencing positive change in their respective professions.

Yet even in the midst of change, our mission and the very core of our being remains the same: **make someone's life better**.

In this issue you'll read about some of our alumni who are, in fact, making lives better every day. They've graduated from our classrooms and clinical labs, but they have continued to take our College's mission to heart. Each is making tremendous contributions to the region:

John Cicero (MHA, 1987) has been appointed Executive Director of the Will County Public Health Department, ensuring the good health of the County's nearly 700,000 residents.

Carol Alexander (MSN, 2002) and **Rose Murry** (MSN, 2004), are creatively tackling the regional and national nursing shortage crisis by

offering a way for students in South Cook County High School Districts 215 and 227 to earn their LPN degree by the time they graduate.

A soon-to-be MHS graduate from our Department of Communication Disorders, **Leticia Soto**, is helping to fill a critical need for bilingual speech-language paraprofessionals in the Chicago Public School system.

It's an honor to be associated with such fine individuals.

Indeed, our entire **College of Health and Human Services** consists of some of the finest men and women I have ever had the privilege to work with. We have a hard-working staff, caring mentors, generous benefactors, knowledgeable advisory board members, and wonderful supporters. I thank them all for their commitment to our success. They are the reason our College continues to grow and thrive.

I also want to thank our faculty. Their creativity and dedication have moved the College solidly onto the front lines in the fight against health disparities in our region, and their diligent, qualitative research is forging viable solutions to real-world problems. You'll read about Dr. Maristela Zell's research project in this issue — research that addresses the barriers to higher education for Latino students.

My congratulations to our Health Administration, Social Work, and Communication Disorders programs. Each was reaccredited by its respective accrediting body this past year. In fact, GSU is now one of only three universities in the entire state of Illinois — and the only public university — to have a Master of Health Administration program accredited by the Commission on Accreditation of Healthcare Management Education (CAHME). Our MHA program received the maximum possible reaccreditation of six years.

For all these reasons and more, I look forward with optimism to the coming year. I know that, through our efforts and with your continued support, we can continue to help prepare our students to be the best health and human services professionals possible. And, most important, we can continue to **make someone's life better**.

Best Regards,
Linda F. Samson, PhD, RN, BC; NEA, BC

Dean, College of Health and Human Services
Governors State University

MHA Grad Takes the Lead

John Cicero knows he's doing a good job when nothing happens.

As newly appointed Executive Director of the Will County Health Department, Cicero is responsible for ensuring the good health of the County's nearly 700,000 residents.

"Public health is a quiet science," Cicero said. "It works in the background. There's an old saying: 'When public health works, nothing happens.' When things are working, we're preventing the spread of disease, and we're educating people about chronic disease management and healthy lifestyle choices."

Public health, Cicero explained, is population-based. "We look at our entire county to assure that we're living in a community that's safe and has resources to help prevent the transmission of disease, and to ensure the healthiest population we can."

It's a big job. Cicero oversees the work of more than 350 public health, behavioral health, medical, and support professionals. The Will County Health Department's federally-qualified Community Health Center provided primary care (obstetrics, gynecology, internal medicine, pediatrics, etc.), and dental care to more than 18,000 patients in 2007. In addition, the Department's Environmental Health Division helps prevent the spread of food-borne illnesses through education and enforcement of food sanitation codes.

And there's more.

"We maintain a staff of trained communicable disease experts and an epidemiologist to monitor disease trends throughout the county," Cicero explained. "We also manage an Emergency Preparedness and Response Program, which assures that we can respond to a biological incident, whether naturally occurring or man-made."

All this in one of the fastest-growing counties in Illinois - and in the nation.

"Things may have slowed somewhat over the last year with the nation's economy, but Will County is still in a growth phase. It's a very dynamic, growing county," Cicero attested.

But Cicero is well-prepared for the challenges. A 1987 graduate of Governors State University with a Master of Health Administration (MHA) degree, Cicero served as the Department's Assistant Executive Director since 1992, until his recent appointment as Executive Director.

Seeking a Broader Scope

Cicero originally joined the Will County Health Department in 1979, shortly after earning a

MHA Grad: John Cicero

bachelor's degree in microbiology, with a minor in chemistry, from Southern Illinois University at Carbondale. Cicero worked in and managed the Department's extensive laboratory complex.

After several years in the laboratory, however, Cicero decided to move away from "the pure science" aspect of public health into the administrative and management side, which meant he needed a graduate degree. He considered pursuing a Master of Public Health degree. "But I was looking for something with a broader scope," he said.

He found it at GSU.

"The beauty of the MHA program is that it prepares you for working in a variety of settings — anywhere from a long-term care facility to hospital administration, [from the] public health arena to private work for pharmaceutical companies," Cicero said. "It really gives you a multi-faceted background. The curriculum covered everything from statistics to healthcare economics, sociology, healthcare policies, healthcare accounting, and marketing. [It was] a very broad cross-section of programming."

Accreditation is the Key

What sold Cicero on CHHS, however, was its accreditation. "I wanted to make sure that if I was going to go through the effort of a graduate program that it would mean something. It was important for the university to be accredited and highly regarded," Cicero said.

The College of Health and Human Services at GSU offers the only MHA program accredited by the Commission on Accreditation of Healthcare Management Education (CAHME) in an Illinois public university. Moreover, the College's MHA program is only one of three CAHME-accredited programs in the entire state. GSU's MHA program was recently awarded the longest reaccreditation possible — six years. (See story, page 14) *(CAHME is recognized as an independent world leader for determining the highest standards of quality in healthcare management education.)*

All in all, GSU was the right fit for Cicero. Reflecting on his time here, he recalled he was really impressed with the University.

"I met some outstanding professors and faculty," he said. "I really enjoyed the setting [and] the intimacy of the smaller classes. I had a lot of one-on-one time with the

professors. They were accessible, and you could count on the professors themselves teaching the classes, rather than graduate assistants. I really enjoyed that. Beyond that, [GSU] was affordable; it was relatively easy to get to as a commuter; and I appreciated being able to take courses year-round."

In addition to learning the art of management in the healthcare arena, Cicero found the atmosphere at GSU allowed him to do a lot of networking with fellow students. "When you're an undergrad, you're involved with students from all disciplines, some of whom aren't sure what direction they're going in. But in the MHA program, everyone was aspiring to similar positions in healthcare, so you had a lot in common; you were able to network and share ideas. That was a valuable component," he said.

The GSU Connection

Cicero still maintains his GSU connection, serving on the College of Health and Human Services' ten-member

Healthcare Administration Advisory Board. The Board's members range from CEOs of major metropolitan university healthcare systems to medical directors of major healthcare insurance companies.

Most recently, Cicero and his fellow Advisory Board members met with the CAHME accreditation site visit team to discuss the University in general and the MHA program in particular. From Cicero's viewpoint, Dr. Kyusuk Chung, chair of the College's Department of Health Administration, "worked tremendously hard" throughout the entire accreditation process, and is "really committed to his profession."

Demanding Standards

Cicero can relate to what Dr. Chung and the College's Department of

Health Administration went through in order to earn accreditation. The Will County Health Department's programs undergo their own rigorous programmatic and financial audits, due to the federal and state grant dollars they receive. Moreover, the Behavioral Health Services Division of the Health Department maintains accreditation through the Commission on Accreditation of Rehabilitation Facilities (CARF).

Cicero credits his staff and the vision of the 12-member Board of Health policymaking body for the Health Department's success in meeting those standards. He also credits his predecessor: "I owe much of my success to our former Executive Director, James Zelko, who recently

retired after dedicating nearly 38 years to the Department.” He added that maintaining positive relationships with local government is also critical to keeping operations viable. In that regard, the Will County Health Department has been fortunate.

“Our Will County Board and the Will County Executive have been extremely supportive of our efforts over the years,” he said.

A Growing Demand for Services

As the county’s rapid growth continues, the demand for services increases.

“Everything we do shows an increased demand, whether it’s in our primary care clinic, our behavioral health programs, our WIC [Women, Infants and Children] or the case management programs that we offer,” he said.

Cicero added that it is not unusual for the patients who seek help from the Community Health Center to present complicated circumstances since many cannot afford preventive healthcare. Patients may come in for help with one situation and find out they have multiple problems that need to be managed.

Unfortunately, said Cicero, as waiting lists and times grow longer, funding can’t always match the pace. Yet uninsured patients can be treated in a much less costly, more efficient manner in a primary care setting than in the hospital emergency room, where uninsured patients often turn for treatment of non-emergency conditions.

Still, the Department continues to provide valuable services. “Our Behavioral Health Services program works closely with the Will County court system and adult and juvenile detention facilities to provide assistance to incarcerated individuals, in an effort to reduce cases of recidivism,” Cicero said. Additionally, the Department’s Family Health Services Division manages a Targeted Intensive Prenatal Case Management program, which is designed to promote healthy pregnancies and healthy babies for women who live in Will County.

Cicero said of his colleagues, “It takes a very unique person to work in healthcare. We have extremely dedicated workers; this is very demanding work.”

Add Cicero to the list of dedicated workers. It’s obvious that his heart is in public health; he is a true public servant who believes that “good quality healthcare should be available to all Will County residents.” He is well aware that the programs provided by the Will County Health Department are meeting the needs of individuals “who may

not have any other options for healthcare.” He added, “We’re considered a safety net provider.”

Married and the father of two, Cicero grew up in Rockford, Illinois, but he has resided in Joliet for the past 28 years. He is a fellow of the University of Illinois’ Public Health Leadership Institute, and a member of the Illinois Public Health Association and the Northern Illinois Public Health Consortium.

MHA Grad: John Cicero

Different Name, Same Mission

Plus ça change, plus c'est la même chose.

The more things change, the more they stay the same.

And sometimes, that's a very good thing. That's certainly the case with the **College of Health and Human Services** at Governors State University.

Readers who are already familiar with the College will notice right away that the name is new. Formerly the College of Health Professions, the College has updated its name to reflect its expanding mission – and to be inclusive of programs, like Social Work, that do not see themselves as “health professions.”

“The College is home not only to outstanding health professions programs, but to outstanding human services programs,” said Dr. Linda Samson, dean of the College. “Our new name does a better job of telling that story, and we’re proud to see it reflect our full range of programming.”

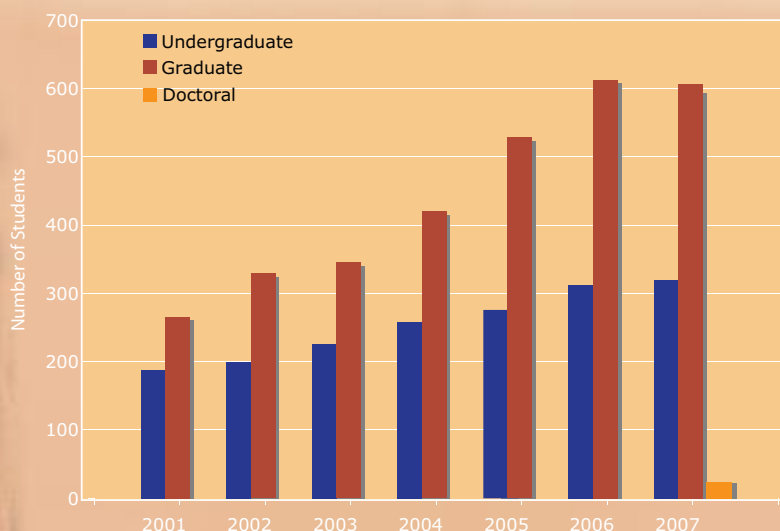
But the College’s strategic mission, and the critical work it has undertaken in the community, remain the same.

Dean Samson said, “We continue to focus on improving the lives of those in need of critical healthcare and human services.”

She added, “We remain strongly committed to providing education and care for vulnerable populations, and the areas of our community where health disparities exist. We offer outstanding educational opportunities in both the health professions and human services. Those who choose to enter those fields will help shape the quality of life in our region. We are preparing them for this key role.”

The **College of Health and Human Services** offers bachelor’s degrees in Communication Disorders, Health Administration, Nursing, and Social Work, as well as three undergraduate certificates and eight graduate certificates. Master’s degrees are available in Addictions Studies, Communication Disorders, Health Administration, Nursing, Occupational Therapy, and Social Work. Doctoral degrees are offered in Physical Therapy and advanced Nursing Practice, and the new advanced practice doctorates in Occupational Therapy and Physical Therapy will begin in January, 2009.

College of Health and Human Services Growth 2001-2007



**We keep growing
to make someone's
life better.**

McNair Scholar James E. Reynolds II: 'Your Pain in my Heart'

It was a toss-up.

Finance and economics, environmental science, or communication disorders? Which path would he choose?

For Hyde Park resident James Reynolds, 36, it was time for a midlife career switch. He had already explored, and excelled in, the fields of electronics, banking, and education. But it was time for a change.

In this case, Reynolds had help making his decision. His two-year-old niece, Madison, had been diagnosed as developmentally delayed; she had congenital hearing problems, as well. A sign language instructor was called in to teach the young child and her family the basics of sign language. It was a stressful and difficult time.

But Reynolds witnessed firsthand how Madison's sign language instructor was able to bring the family together and assist his niece. That clinched his decision.

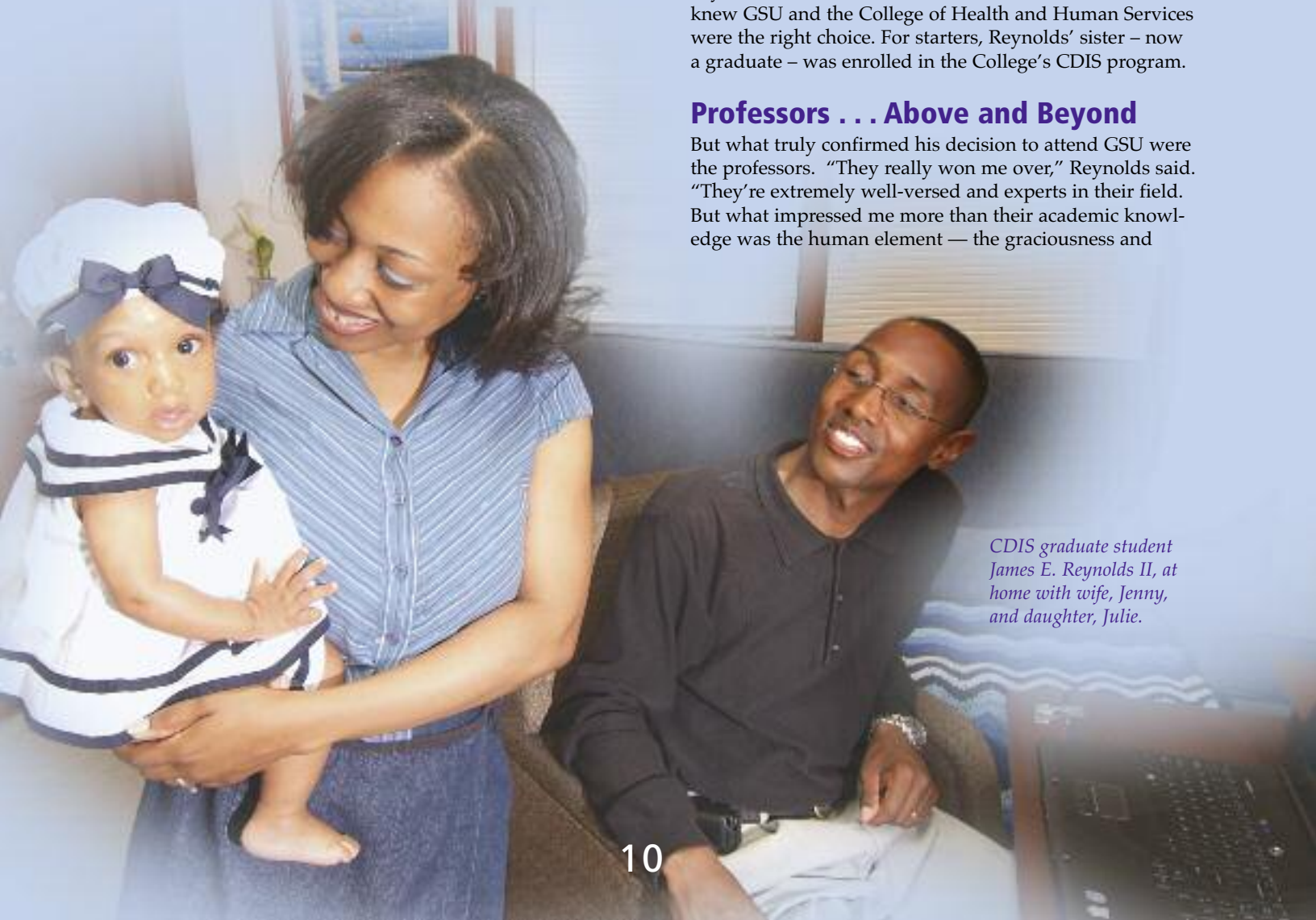
Reynolds said, "Things came together. Seeing the unifying effect really impressed me in terms of the positive work that can be done in this field." He added, "The effect the [sign language instructor] had on our family really showed me that this would not just be a job, per se, but it would also be a vehicle where I could develop and grow emotionally as a person. Aside from the direct benefit to the client, there's the ancillary benefit to the family. That was one of the milestones that got me considering this field."

Sadly, Reynolds' niece died from complications.

But Reynolds will never forget Madison. Now in his second graduate semester in communication disorders (CDIS), he is convinced, more than ever, that he made the right career choice — and the right choice of schools. While Reynolds originally intended to complete his graduate work in communication disorders at another university, when it came time to make the final decision, he knew GSU and the College of Health and Human Services were the right choice. For starters, Reynolds' sister — now a graduate — was enrolled in the College's CDIS program.

Professors . . . Above and Beyond

But what truly confirmed his decision to attend GSU were the professors. "They really won me over," Reynolds said. "They're extremely well-versed and experts in their field. But what impressed me more than their academic knowledge was the human element — the graciousness and



CDIS graduate student James E. Reynolds II, at home with wife, Jenny, and daughter, Julie.

humility that I observed among the staff. That, coupled with the personal interest they took in me, really won my heart over." He added, "The type of support that I was able to experience here was no small matter. They kind of spoiled me."

While the faculty members he met at the other university he was considering were "cordial, polite, and serious about their profession," the personal attachments that James developed with his GSU professors were what he needed.

"Had I gone on to a different program, where I didn't have that personal attachment, I probably would have done well, but I don't think I would have had the insight into human relations at this level. What comes through from the GSU professors is that they really care," Reynolds said.

While the entire Communication Disorders Department went far "above and beyond any expectations" Reynolds might have had, he recognized, in particular, Department Chair Dr. William Yacullo, for his expertise and "serious commitment with regards to the profession." Reynolds also noted the positive impact Drs. Jessica Bonner, Ravi Nigam, Catherine Balthazar, and former department chair Sandra Mayfield had on him.

'Your Pain in My Heart'

For Reynolds, choosing the field of communication disorders was about learning how to help others, but more importantly, how to develop the people skills that are necessary to being a quality human being. The main quality at the heart of a helping profession, Reynolds believes, is empathy.

"That's one of the things our professors have really emphasized, and I see the wisdom, value, and benefit of that," he said.

Reynolds has heard empathy described as "Your pain in my heart." He subscribes to that theory. "When we, as professionals, can step in and really appreciate the handicaps that our patients are dealing with, empathize with them, and let them know that we're in their corner, everyone benefits," he said. He believes that a self-sacrificing spirit lies at the heart of the field of communication disorders. It's a spirit that reminds him of the proverb: "All that is not given is lost."

Reynolds has heard empathy described as 'Your pain in my heart.' He subscribes to that theory. "When we as professionals can step in and really appreciate the handicap that our patients are dealing with, empathize with them, and let them know that we're in their corner," everyone benefits, he believes.

*James E. Reynolds II - MHS
Communication Disorders*

Striking a Balance

That giving spirit carries through to Reynolds' life as a husband, father, and full-time student.

He said, "It really is a challenge, trying to strike a balance between home life and just living, and being the best academic person I can be. And also, within the academic experience, being able to enrich the lives of others." He added, "It's a challenge, but it's rewarding. What's important to me is trying to work hard to maintain a balanced viewpoint of what I'm involved in."

Reynolds meets this challenge well. He currently serves as President of the GSU chapter of the National Student Speech-Language-Hearing Association (NSSLHA), which is the student counterpart of the American Speech-Language-Hearing Association. He said membership in NSSLHA allows him to make a substantive contribution to the profession and, he hopes, "enrich the lives of fellow students."

"The mandate that we've adopted is to bridge the gap between classroom theory and practical, real-world experience," Reynolds said. Under Drs. Yacullo and Nigam's direction, Reynolds and his fellow students were able to offer language and hearing screenings to children at GSU's Family Development Center. Reynolds noted, "It's those types of things that give students the confidence to go into the workplace and, at least, have a paradigm in place, so they can know how to operate."

Reynolds was a recipient of a McNair Scholarship. Through the Ronald E. McNair Post-Baccalaureate Achievement Program at GSU, students like Reynolds received extensive academic and career development advising. They also had the opportunity to pursue research projects and present their findings at conferences and forums. Reynolds has researched the impact of ambient noise on a student's ability to learn. He's presented at three conferences, including one in Canada.

"We have to remember that, whether it's noise or sound, the student's brain has to work to process it. So if we can relieve some of the stress on the auditory system, or get it to the point where the child's attention is more focused on the teacher's voice, perhaps students can be more efficient in their learning," Reynolds explained.

The McNair Scholarship program has been a highlight in Reynolds' career at GSU. He said the program's director, Viola Gray, challenged and motivated him to excel. "She invests her heart," he explained, in helping McNair Scholars like him achieve academically. "We live in a day and age where people really are afraid to invest their heart in other people. I understand that. There is the risk of disappointment, of being hurt. But to see people like Viola Gray, who just give and give — it's one of those things that serves as a barometer of 'I want to be more like that'."

On the Horizon

Reynolds noted that the rapid growth in two populations — aging Americans and Spanish-speaking bilinguals — is placing a greater demand on speech-language pathologists. With an undergraduate degree in Education, with a specialization in teaching English to speakers of another language, Reynolds believes he is well-positioned to help.

"You also have to remember that with language, it's not just words that are spoken — it's a system of thinking that you have to adjust to," he said. "Just because I'm a communications disorders professional doesn't mean I'm able to understand that particular language's system of thinking. My pattern of thinking is not the only way. I'm excited about the growing foreign populations who will need our services."

Looking ahead, Reynolds sees earning his doctorate as one possibility; he is also considering opening his own speech pathology clinic. The clinic's mission would be two-fold: to fill the need for communication disorders (speech-language and audiology) services for underserved and underprivileged populations; and to serve the communication disorders professionals who work there.

"I would want to create a genuine culture at the office where people truly care about one another and have a self-sacrificing attitude," Reynolds said. "High value would be placed on initiative, industriousness, and integrity. Everyone would be held accountable to the same high standards."

In the meantime, Reynolds will continue on his journey of self-discovery, while trying to maintain his goal of serving others. "It is not as if you're going to be a speech and language pathologist at the snap of the fingers," he said. "No, . . . you go along this continuum, this path, doing the little things along the way, paying attention to detail." Do those things, Reynolds said, and by the time you're ready to enter the profession, you will have developed the habit of helping others along the way.

It's James Reynolds' philosophy — and it's the College of Health and Human Services': **make someone's life better.**



CDIS Graduate:
Jasmine Munoz

CDIS Grad Presents Study at State Forum

Recent Communication Disorders (CDIS) graduate Jasmine Munoz of Chicago presented her single-subject clinical study, "Treating a Phonological Disorder Using the Native Language of a Bilingual Child," at the African American and Latino Research Forum, held in April at the University of Illinois at Chicago.

Munoz's study was accepted for presentation by the Illinois African American and Latino Higher Education Alliance (IALHEA). The IALHEA cross-disciplinary forum is designed to showcase the scholarly work of African American and Latino students from Illinois colleges and universities.

According to Dr. William Yacullo, CDIS department chair, "All graduate students in our program are required to complete a single-subject clinical study with a client or clients in their regular practicum caseload. The purpose is to give students the opportunity to participate in clinical research, and to draw a real connection between research and clinical practice."

Social Work Degree Programs Reaccredited through 2015

The College of Health and Human Services' Bachelor and Master of Social Work degree programs have been reaccredited by the Council on Social Work Education (CSWE) for eight more years.

The accreditation follows as a result of a total "re-imagining" of the College's Social Work programs, noted Dr. Gerri Outlaw, chair of the College's Department of Social Work. "Most important, we've integrated an overarching philosophy of social justice into the program," Outlaw said. The social justice underpinning is essential to educating social workers who have the skills and understanding necessary to improve the lives of marginalized groups, Outlaw noted.

According to Dr. Linda Samson, dean of the College of Health and Human Services, accreditation is an ongoing — and crucial — process throughout all seven departments within the College. "Experts from a particular field — in this case, social work — come into your university and examine every aspect of your program to ensure that it meets the standards required by the profession," Dean Samson explained.

New DrOT Set to Begin

Beginning in January, the College of Health and Human Services' Occupational Therapy Department will offer a Doctorate in Occupational Therapy (DrOT).

Considered an advanced practice, post-professional clinical degree, the DrOT program is designed to provide occupational therapists with the advanced and specialized therapeutic skills, knowledge, and expertise they need to take on leadership, research, advocacy, and educational roles in the profession.

"The DrOT program will prepare our students to be innovators in both traditional and emerging areas of occupational therapy," noted Dr. Linda Samson, CHHS dean. "We're building on the successes of the Master of Occupational Therapy (MOT) degree here at GSU." She added, "Most importantly, we're helping our students develop the leadership skills needed to influence health and human service policies, especially in the underserved areas of Chicago's Southland."



Passing with Flying Colors

Magnifico. Exceptional. Incroyable. Wunderbar. 좋은

In any language, it all boils down to the same thing: The College of Health and Human Services' Master of Health Administration (MHA) program is top of the line.

Don't take our word for it though.

Ask one of North America's most stringent accrediting bodies — the Commission on Accreditation of Healthcare Management Education (CAHME). After a rigorous three-day, on-site examination, CAHME reaccredited the College's MHA program for the maximum six years.

With the MHA program's continued CAHME accreditation, Chicago Southland area residents looking to enroll in an accredited Master of Health Administration program need look no farther than their own backyard. GSU is now one of only three universities in the entire state of Illinois, and the only public university, to have a CAHME accredited MHA program.* (Rush and Northwestern are the two other universities with accredited MHA programs.)

CAHME evaluates and sets the standard of excellence for graduate healthcare management education programs across the United States and Canada. The organization is officially recognized by both the Department of Education and the Council for Higher Education Accreditation as the only organization to accredit master's level healthcare management programs in the United States and Canada.

Solid Results

The CAHME site-visit team spent three days (December 5-7, 2007) on campus, according to Dr. Kyusuk Chung, Health Administration's department chair and graduate program director. Six weeks prior to the actual site visit, Chung's team sent in a three-volume report for CAHME's review. Once on-site, the CAHME reviewers closely examined 45 separate program criteria.

"Our entire MHA program underwent an extremely rigorous, thorough, and comprehensive evaluation," Chung recalled.

CAHME didn't merely run down a checklist, Chung pointed out. They met with and interviewed MHA students, alumni, faculty, and members of the College's

*Dr. Kyusuk Chung,
Health Administration
Department Chair*



Healthcare Administration Advisory Board. Chung said CAHME reviewers evaluated all aspects of the MHA program, including teaching (faculty and curriculum), research, service, and alumni, as well as the program's advisory board, whose members consist of metropolitan Chicago area hospital administrators, vice presidents and CEOs of healthcare management plans, state healthcare administrators, and community healthcare representatives.

Besides awarding the program the fullest accreditation possible (six years), CAHME reviewers pointed out its significant strengths, including its integration of courses, especially the epidemiology course, which the CAHME report stated "engages students in substantial critical thinking." Also noted was the use of group and case study design in the Health Care Management II courses, which enables integration of all curricular elements.

But most important, "the cohesiveness of faculty members and their commitment to student learning" was noted in CAHME's report as being "exceptional." The report also noted that the program's "ethnic and professional diversity of faculty and students" was "commendable."

Impressive Diversity

Chung said CAHME was extremely impressed with GSU's racially diverse, "non-traditional" population of students, who tend to be older and working; many, he said, have been away from school for a long time. Chung added that the reviewers were impressed with how serious and smart GSU students are, and how many other obligations they juggle while going to school.

Overall, Chung said CAHME was impressed with the program's students, alumni, and faculty.

A Great Team

Chung gives credit to the hard work of his department's faculty, which he refers to as his "dream team." "It's been a long journey," he said. "I feel very fortunate to be a member of the College's Health Administration Department, and to work with such a cohesive and strong faculty group. Great team work!"

Chung also gives credit to the College's dean, Dr. Linda Samson. "Without her leadership," he said, "we would not have been as successful. By supporting faculty growth and development, Dean Samson makes a huge

contribution to our program. We in the College are all extremely appreciative of her support."

In return, Dean Samson said she appreciates the level of energy and dedication Chung brings to his role as department chair. "He's willing to do whatever it takes to make the program the best that it can be," she noted.

Reaccreditation – No Surprise

Dr. Lee Washington, MD, an Advisory Board member for the College's health administration program, fully expected the program to receive accreditation.

"I'm not surprised at all that they were awarded full accreditation," he said. "There are a lot of really positive things going on at GSU, and the College of Health and Human Services is an extremely dynamic area of growth."

Washington, whose association with the College began when he served as medical director of Health Services at Aunt Martha's Youth Service Center, added, "Like Aunt Martha's, [the College shares] a strong commitment to the community."

Continuing Improvements

While CAHME's next site visit to GSU isn't scheduled until the year 2013, Chung and his Department of Health Administration "dream team" will not be resting on their laurels. He explained that the philosophy behind accreditation is one of continuous quality improvement. There is always work to be done and advancements to be made as the department continues to provide the highest quality healthcare management education around.

**The College's Bachelor of Health Administration degree is certified by CAHME's sister organization, the Association of University Programs in Health Administration, making GSU one of only five universities nationwide to have both an accredited MHA program and a certified BHA program.*



Broadening Their Horizons:

Unique Collaboration Reaps Great Rewards

Make Someone's Life Better . . . That's the motto of the College of Health and Human Services. And that's exactly what the College's physical therapy students have been doing for residents of the Community Integrated Living Arrangement (CILA) homes of Horizon House of Illinois Valley.

Horizon House residents live their lives just like most people. They go to work. They spend time with friends. And they enjoy the leisure activities that can be found in their rural community of Peru, Illinois (located 60 miles west of Joliet). But there is one important difference: they face the everyday challenge of living with, and overcoming, developmental disabilities.

The residents range in age from 30 to 80, and for many, daily living often presents physical challenges — precisely the types of challenges that physical and occupational therapists are trained to overcome.

For Dr. Robbie O'Shea of the College's Department of Physical Therapy, these challenges provided a perfect opportunity for the College's physical therapy (PT) students to put what they've learned to practical use — helping the staff at Horizon House develop mechanisms to address their client's unique needs and offer improvements for their quality of life.

An Intercollegiate Invitation to Help

The opportunity to bring the College's physical therapy students to Horizon House came with an invitation from O'Shea's colleague and friend, Dr. Kimberly Bryze. Bryze, who serves as director of the Occupational Therapy (OT) program at Midwestern University, in Downers Grove, had been bringing Midwestern's OT students to Horizon House since 2004, to perform occupational therapy evaluations and to offer recommendations to the residents and their caregivers. But it soon became apparent that the residents were in need of physical therapy solutions, as well. Bryze thought of O'Shea and her physical therapy students. Would they be interested in working with the Horizon House clients and staff?

O'Shea instantly realized how valuable the experience would be for her students — and more important, she saw that Horizon House residents could benefit greatly.

"Horizon House has incredibly high standards for human dignity," O'Shea said. "It's an impressive organization; they do great work."

The entire Horizon House organization is accredited by the Commission on Accreditation of Rehabilitation Facilities (CARF). CARF-accredited programs and services have

demonstrated that they substantially meet internationally recognized standards. Yet OT and PT services, O'Shea said, are limited for rural-area residents, like the residents of Horizon House. And while Horizon House residents don't generally need ongoing care, they do need more episodic interventions — the kind of interventions students, under faculty supervision, can readily provide without cost to residents.

O'Shea and students from her Neurotherapeutics class began working with Horizon House residents in November 2007. O'Shea and Bryze organized the collaborative efforts of their students, developing a unique team approach that paired PT students with OT students.

According to Dan Fitzgerald, director of Programs and Services at Horizon House, the collaboration has truly been a win-win situation for both parties. "We get students coming in with their fresh perspective, performing excellent evaluations and making good recommendations for our clients and staff," he said. "And they are supervised by two of the most incredible and dedicated professionals — Dr. Robbie O'Shea and Dr. Kim Bryze. They're giving us new directions to help improve the quality of life of our clients — and raising questions for us to consider."

Karen Dergance, coordinator of Day Services at Horizon House, agrees that having fresh faces has helped her staff to look at things differently. She said, "You just assume that you know the best way to do things." But, she explained, the students have helped her staff see different ways of dealing with residents' problems.

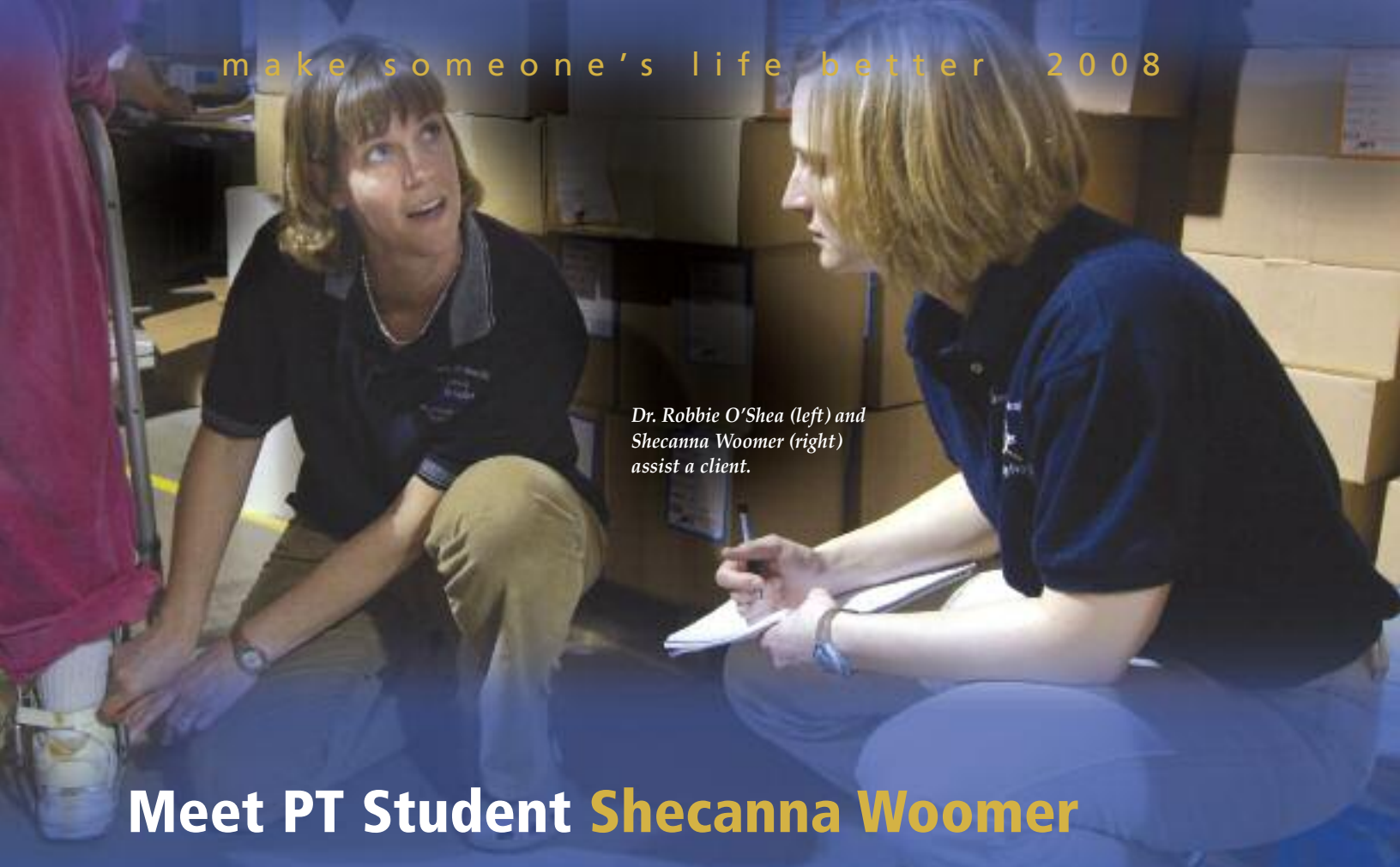
Fitzgerald said that, were it not for Bryze and O'Shea, and their respective students, the Horizon House residents would not be receiving these services; there simply isn't any funding for it. "It's truly a neglected population," he noted.

Real-life Experience

For CHHS physical therapy student Shecanna Woomer, who will graduate in December, helping Horizon House residents adjust to their physical limitations was a tremendous opportunity for real-world, real-life experience.

"In class we talk so much about theory; we have so many patients on paper," she said. "So it's really awesome to have someone who has a problem right in front of you. You get to practice, under supervision, and put to use all the things you've learned. It was also great to work with an OT student

Continued page 18



Dr. Robbie O'Shea (left) and Shecanna Woomer (right) assist a client.

Meet PT Student **Shecanna Woomer**

For three years, Shecanna Woomer was happy working as a certified athletic trainer in an outpatient orthopedic clinic in downstate Decatur. She enjoyed interacting with patients young and old. Yet she was surprised to find herself enjoying the clinical aspect of her work far more than she thought she would.

Working side-by-side with physical therapists, Woomer became intrigued with these professionals. Seeing her interest in their profession, her colleagues advised her to go back to school. And so began her search for a physical therapy school. She chose GSU.

Opportunities in Conductive Education

In addition to her regular coursework, Woomer has served as a graduate assistant for the Coleman Foundation Grant, assisting Dr. Robbie O'Shea with the College's Certificate in the Principles of Conductive Education* program. She has also assisted with conductive education research.

As a graduate assistant, Woomer had the opportunity to attend a conductive education conference in Sweden, where she assisted with a presentation.

"Outside the U.S., conductive education is huge; there's an infinite amount of opportunity," she said. "The assistantship helped me immensely in terms of networking, connections, and research."

Woomer plans to take her board exams early next year, following her graduation in December. She is considering staying in the region for a few years, to broaden her experience level; however, she plans to eventually return to her native downstate region since it is a high-need, yet underserved area.

"I'm not ruling out anything now," she added. "I have the orthopedic sports training background, which I love, but being in school and having all these other opportunities has really opened my eyes. I can be flexible in my life right now." In fact, Woomer is doing one of her clinical rotations in Colorado.

The bottom line for Woomer is, and always has been, learning. "It sounds so cliché," she said, "but I love learning. I try to learn something new every day, even if it's just one little thing. Being a graduate assistant at GSU has made it easy for me accomplish that."

**Developed 60 years ago by Dr. Andras Peto of Budapest, Hungary, conductive education is often described as rehabilitation through learning. It's a highly intensive, group method of special education, which requires active learning and participation by a client who is attempting to overcome motor disabilities. The progressive therapy is used to treat a number of disabilities, including cerebral palsy, traumatic brain injury, and cerebral vascular problems. For more about the College's Conductive Education Certificate, see the College of Health Professions' 2005 Annual Report, available at www.govst.edu/chhs/news.*

from another school, and with professors from other schools.”

In fact, Woomer had never worked with an occupational therapist before, and she found it extremely helpful to get an OT’s point of view. “It differs from the physical therapist’s,” Woomer said. “You think of PT and OT as similar tracks, and it’s true to a certain extent because we both want to help the patient. But we come at it from two totally different points of view. My experience was that we melded really well.”

The students also collaborated beautifully with Horizon House staff. “They were really open to an outsider’s point of view,” Woomer said, “especially with how to make their clients safer, more active, and deal with any physical issues that may be keeping them from performing activities of daily living.”

Recalling one resident client in particular, Woomer said she and her OT partner devised an individualized plan involving leg strengthening activities that the client could do at home and on the job. This particular client, who was in her early 40s, had problems since birth. She sat a lot during the day, was unsteady on her feet, and was starting to become weak. Since the client was strongly motivated by music, the OT created an activity involving music and movement. “You can’t just say, okay, this client needs to strengthen her hip muscles,” Woomer said. Collaboration and creative ingenuity was the key.

A Unique Collaborative Approach

Woomer also benefited from a team approach to evaluation. When she and her Midwestern OT partner presented their final recommendations, they received input and suggestions from O’Shea and Bryze, as well as Dr. Russell Carter, chair of the Physical Therapy Department at GSU. They also received important input from their resident client’s support staff at Horizon House.

“So when you say, ‘I’m thinking of this,’ and they’ll suggest an alternative – oh, right! So it’s in your head, the immediate reinforcement and collaboration of ideas, versus going ‘What if? What if?’ on paper. We had a good discussion; it was very helpful,” Woomer said.

O’Shea noted that the unique aspect of the collaboration between Horizon House and the PT and OT students is that “it puts students working with a population that they didn’t have a lot of experience with. So you get a nice student appreciation for this program [Horizon House] and how these clients have some pretty diverse needs.” She added, “It also forces our students, on a training level, to work closely with someone they’ve never met.”

Typically the PT and OT students would have a few hours to read their resident clients’ charts. They would then evaluate their clients at work (Horizon House offers employment opportunities at several work sites) and then follow them back to their home, to identify their needs and discuss how

therapy could improve their lives. “The students are forced to really think,” O’Shea said.

The Horizon House clients’ needs varied tremendously, O’Shea explained. Most have cognitive limitations; some can’t read, or they have difficulty speaking. Many have been diagnosed with cerebral palsy, epilepsy, musculoskeletal pain, and other disorders. “So we left it up to the students’ imagination. How are you going to get this person to buy into what you feel they should be doing?” O’Shea said.

In the end, the students came up with some “amazing” ideas and plans for their clients, O’Shea concluded. She said the students did a great job presenting the information at an appropriate level, without demeaning the individual.

Training Videos

Several students even created individualized exercise videos to motivate and encourage their resident clients. And for the Horizon House staff, students created a video series designed to train them how to safely lift and transfer a client who frequently falls. The videos are being incorporated into staff training. All told, the Horizon House staff has asked the PT and OT students to develop five training videos on subjects that include proper transfers, range of motion, and feeding without choking.

Wii Play Together - and Improve Quality of Life

O’Shea is particularly excited about another program she and her students have helped launch at one of the homes Horizon House provides support to. Based on a study that appeared in the *Journal of Neurological Physical Therapy* about using virtual reality systems in rehabilitation, O’Shea proposed installing a wireless Nintendo system in the home to determine if it could increase socialization on the part of the home residents. The home’s house manager wanted more of a family feel to the home. She had been concerned that the home’s seven male residents had nothing to do together after dinner in the evenings or on weekends. Though they all loved watching sporting events, most would retreat to their rooms.

So the question was: “If you put a virtual reality system into the house, can you improve the residents’ overall health, well-being, and quality of life through increased activity and socialization?”

A trial run of the program has yielded “amazing” results, O’Shea said. Data indicated improved shoulder range of motion and balance while sitting. One individual, in particular, who had lost the use of his arms and legs, regained increased tone in his limbs. As a result, he became more independent in showering and personal hygiene activities, and he can now operate a power wheelchair.

Further proof — lives are being touched, transformed, and made better thanks to the caring students and staff of GSU’s College of Health and Human Services.



Shecanna Woomer (above) and Dr. Robbie O'Shea (right) working with clients at Horizon House.

"Horizon House has incredibly high standards for human dignity. It's an impressive organization; they do great work. The entire Horizon House organization is accredited by the Commission on Accreditation of Rehabilitation Facilities (CARF). CARF-accredited programs and services have demonstrated that they substantially meet internationally recognized standards."

Dr. Robbie O'Shea - PT Professor





*Eric Warner, PT, MS, and CEO of
Accelerated Rehabilitation Centers*

A Shared Passion: Quality Healthcare for All

Partners in Recruitment: GSU and Accelerated

When it comes to recruitment of minority physical therapy (PT) students, Eric Warner, PT, MS, and CEO of Accelerated Rehabilitation Centers, has been on the front lines, offering full support for the Department of Physical Therapy's Project PROMPT (Purposeful Recruitment of Minority Physical Therapists).

Under the direction of Dr. Prisca Collins, co-director of Clinical Education for the Department, Project PROMPT is actively working to bring minorities into the classroom as physical therapy students and, eventually, into practice as licensed PTs. (See story, page 22)

Warner and Accelerated have been active partners in helping Collins and Project PROMPT reach their goals.

Never Too Soon

Warner believes recruitment efforts should begin at the junior high school level and go up to the university level.

"If we can get to the students early on, educate them, and get them interested in our profession, we can help them secure volunteer work, whether it's in a hospital, long-term care or outpatient setting," he said. "If they have the chance to work closely with a PT and see what we do, perhaps when they go to college, PT will be their profession of choice. That's how we can drive toward building that minority base within our profession."

He added, "It's important because we treat a demographic that's constantly changing in this country."

The issue is far more than academic to Warner; he is passionate about providing quality care – wherever there is a need.

"I think it's a moral right for people to be able to access healthcare services," he said. "People deserve to have services right where they live. They shouldn't have to commute just to receive quality [physical therapy] intervention."

Warner also noted, as the baby boomer generation ages, people may not be capable of traveling long distances for care. Moreover, he said, minority physical therapists should be afforded opportunities to work within their communities.

Warner and Accelerated are committed to making a difference.

"Accelerated is not afraid to go into minority areas in the City of Chicago, open quality physical therapy centers and provide care to the community," Warner said. "In these

same communities, you see hospitals and trauma centers closing; you have some hospitals not even offering the full scope of physical therapy services. So even if you have a significant number of minority physical therapists matriculating through accredited programs, the opportunities may not be there."

"That," he said, "is the sad part."

Addressing Challenges in Awareness

"Traditionally," said Dr. Collins, "when highly qualified minority students think of careers, they think of medicine or law – commonly considered prestigious careers. They may never have considered physical therapy as an option."

Project PROMPT is working to change that. Its membership, which includes PT professionals like Warner, has undertaken a number of successful recruiting events, including a career days event for high school students and a community forum, where minority students had the opportunity to meet with and talk to minority students who are already enrolled in the College's physical therapy program.

Yet recruitment efforts like Project PROMPT's face challenges, Warner noted. First, there is a general misunderstanding about what physical therapists actually do. Some students are surprised to discover that physical therapy is not just massage, or that clients aren't typically major league athletes.

Warner added, "Students don't know the scope of the education requirements or employment opportunities in the field."

He is working hard to enlighten potential students.

"I ask them about their interests," he said. "'Why healthcare?' Next, I let them know that they usually spend 45 minutes to an hour with a patient. 'Do you want to do that?' 'Do you mind touching people?' 'Can you be empathic and sympathetic to a person who's not feeling well and in pain?'"

He also appraises them of the realities. "It may be two weeks before you can resolve some painful issues. Sometimes a patient will walk out the door and you, as a therapist, feel maybe you haven't done anything to alleviate their symptoms. 'Can you deal with that?'"

He added, "I try to give them the big picture, let them know they have to be willing to work with people. Having good people and communication skills, along with developing outstanding clinical skills, will make you successful as a physical therapist."

Project PROMPT – Addressing the Shortage of Minority Physical Therapists

As a physical therapy student at Florida International University in Miami, Dr. Prisca Collins had the opportunity to do her clinical internships at health facilities that served patients of diverse ethnic and cultural backgrounds. Upon graduation, she was interested in working in similar settings.

Therefore, during the early years of her career, she joined a largely international staff of physical therapists working at Schwab Rehabilitation Hospital in Chicago, where she provided services to a largely poor and underserved minority population. She recalled that out of about 22 physical therapists, only three or four were American-trained.

While she loved her work and adored her patients, Collins began to realize that, no matter how skilled she and her colleagues were, their services were limited by cultural and communication barriers. Where, Collins wondered, were all the American-trained physical therapists? But more importantly, where were all the minority physical therapists?

As it turned out, the American-trained physical therapists were pursuing career opportunities in more affluent communities, leaving a significant shortage of qualified therapists in chronically underserved communities — like the neighborhood in which Collins worked.

And the minority physical therapists? Collins learned there was, and still is, a chronic and critical shortage of Latinos and African Americans in the profession.

“The bottom line is that the demographics of minority physical therapists don’t reflect the demographics of the U.S. population,” she said. “So there continues to be a great need for minority PT students.”

Project PROMPT

When Collins joined the faculty of the College of Health and Human Services in 2006, she saw a golden opportunity to work on a new goal: increasing the number of minority physical therapists in the profession, while at the same time bringing much-needed physical therapy services to the underserved.

“One of the reasons why I chose to take a teaching position at GSU was the fact that this is a small program: a program that’s vested in supporting its students while they are here,” Collins said. She added that physical therapy programs are, by nature, highly intense.

“The students are go-go-go,” she said. “So one of the things I really enjoy about being at GSU is that you can actually pay attention to the psycho-social factors that impact a student’s ability to perform in school, to create a supportive environment where students are given the chance to succeed.”

It was in this environment that Collins began her work on Project PROMPT — Purposeful Recruitment of Minority Physical Therapists.

PROMPT’s goal is the recruitment, retention, and improved academic performance of minority students, so that they can become successful professionals once they’ve completed the College’s physical therapy program.

As part of the PROMPT initiative, Collins helped establish a Minority Advisory Council, consisting of minority physical therapists currently practicing in the community. The Advisory Council provides input on recruitment and retention strategies and provides mentoring and professional socialization activities for the students.

Mentoring and Guidance

One such physical therapist, who has served as a key ally, is Eric Warner, PT, MS, and CEO of Accelerated Rehabilitation Centers. At Collins’ request, Warner has taken the College’s minority physical therapy students under his wing for mentorship and guidance. Students have been matched up with Accelerated Rehabilitation Center clinicians who observe, coach, and offer supportive advice. While the students were doing well academically in the program, they needed a confidence boost in their clinical work. Accelerated’s clinicians accepted the PT students with open arms.

“We allowed them to come into our clinic to observe, discuss their clinical rationale and decision-making process, put them at ease, and serve as a confidence-builder,” Warner said.

The exposure produced the desired effect. When the students went on to do their actual clinical affiliations, Collins found their performance and confidence level was boosted, having experienced the non-threatening environment at Accelerated.

Prospective PT students have a lot to be grateful for today. Warner was the first African American male, and one of only four males, going through PT school at the

University of Illinois at Chicago in the late 1980s. He recalled, "We never had a support group of any kind whatsoever, let alone for minorities, to give us that sage advice, to make sure we were successful."

Academic Support

The College's physical therapy faculty maintain close ties with every minority PT student, Collins said, monitoring their progress and making sure that if an issue arises, it is addressed immediately.

"We try to create a culture of openness regarding the discussion of issues as they pertain to cultural differences," Collins explained.

As added academic support, Collins was able to obtain a mini-grant through the College of Health and Human Services to purchase books designed to help students prepare for the National Physical Therapy licensure exam. She was also able to purchase a practice exam that the American Physical Therapy Association offers in preparation for licensure testing, so students can see exactly what to expect when they take what will be the most important test of their professional career.

A Rewarding Profession

Collins believes PT practitioners need to do a better job of communicating the rewarding aspects of this career to prospective physical therapists. Many prospective students she speaks with talk about how much they love to help people.

"Being able to help people is the primary goal," Collins said. "PT is that type of profession. There's an incredible joy in being able to see your formerly debilitated patients take that initial step to walk, and then return to their daily routine." She added, "It's such a joy when you see them being discharged from physical therapy without the

crutches, walkers, or canes they came in on. Witnessing those physical rehab results is one of the main joys of being in a helping profession like PT."

Warner agreed. He said, "There's nothing more rewarding than to take people who've been in severe pain, whose quality of life has been compromised, who couldn't walk, who couldn't take care of themselves at home, and move them to a level of independence."

Another benefit of the PT profession is the high demand for practitioners. "You graduate, and the jobs are chasing after you," Collins said.

Professional Socialization

Aside from graduating, passing the licensure exam, and finding a job, Collins also emphasized a final key component to the well-rounded minority physical therapist: professional socialization.

"You can just get your degree, do your job, see your patients, go home, and let it be," she said. "But what we want are students who become socialized into the profession, who feel they are part and parcel of the profession."

She continued, "We want our students to be vested in being the best they can be as physical therapists, and in being able to contribute back into the profession, as well as being able to contribute and be a part of the American and Illinois Physical Therapy Associations.

It's that willingness to give back to the profession — so once you've been mentored, you're willing to mentor someone else, so the cycle keeps going."

*Dr. Prisca Mavudzi Collins:
Co-Director of Clinical Education,
Physical Therapy Department*

Kirn Lall:

Taking the College's Mission to Heart



It's an image etched in her mind forever.

While visiting family overseas as a child, Kirn Lall remembers walking down the street, hand in hand with her parents; she saw a man who had both legs amputated to his pelvis. The man was using his bare hands to travel down the street on a makeshift board with wheels.

"I think back on that trip when I lose my appreciation for what I have," said Lall. "During difficult times, it is important to realize that there will always be someone who is facing greater challenges."

Adverse situations in life can also become points of transformation. As she grew older, Lall began to envision her life's mission: to help others and make a difference in the world.

"Taking time to serve others helps to put your own life in perspective," Lall explained. "If we would all pause for a moment to ask, 'When was the last time I did something for someone else?', the world might transform into a more inspiring place."

Reaching Out

An "attitude of gratitude" epitomizes Kirn Lall's perspective on life and her approach to the field of physical therapy. The 2007 Master of Physical Therapy graduate has shared that attitude in her experiences with clients.

Lall enjoys improvising on the piano, and she has learned to share her improvisations with nursing home residents, who have a special appreciation for her playing. She discovered this one day when she was playing piano in a nursing home, though for no one in particular. Upon finishing, she received a rousing round of applause from the residents.

"I will never forget what a woman said to me," Lall remembered. "She looked me in the eyes and said, 'This is the nicest thing that has happened to me since I have been here.'"



Lall was truly touched by the comment and has continued to share her love of music with clients.

At a clinic last summer, Lall was faced with the challenge of assisting a blind gentleman who had one leg amputated, and who suffered from severe dementia.

"I was helping this gentleman stand in the parallel bars, where people learn to walk and support themselves for the first time. It's important to have people stand, for the purpose of improving circulation and alertness," Lall explained. However, this particular patient was uncooperative, combative at times, and not fully aware of his surroundings.

One afternoon, she heard the man humming gospel music. "I asked him if we could sing 'Amazing Grace' together. We sang, and he had a lovely voice," Lall said.

But when the song was over, the man reverted to his former behavior.

Realizing that music was the key to communicating with him, Lall decided to bring a Dean Martin CD to the nursing home; the man instantly recognized the music – and even knew the words. The music gave him the added incentive he needed to get out of his wheelchair.

"After a lot of patience and encouragement, we would stand, dance, and sing. He would hold onto the bar with one hand and pretend it was his 'old dancing days.' The music helped us connect to one another."

The man began showing signs of improved alertness and progressed to utilizing a walker.

"I was surprised to hear that he was using a walker, due to his level of severe dementia. But then I remembered the power of possibility," Lall pointed out. "It's all about taking a stand for your belief in someone's potential."

Reflecting on her experience with this individual, Lall said, "You can never fully realize the impact you have on people. It's in the small things you do. Sometimes we really have to reach out using unconventional means in order to connect with a person, even though it would be easier to move on."

It's All in the Small Things

Lall believes in making a difference in the environment as well. On a spring afternoon, one of her classmates discov-

ered a hummingbird that had flown into a window at the University. Lall knew instantly that they had to assist the helpless creature. She purchased a cage, rushed the bird to her home, and anxiously fed it nectar. Late in the evening, the hummingbird's eyes opened, much to Lall's relief.

The following day, they transported the bird to a veterinary school specializing in rehabilitation for wild animals, where it was released with a healthy discharge status. "We worked together to save this little creature, and it made a difference. It was an awesome feeling," Lall said.

She believes in making a difference – even if it's just in the life of one person, or a single creature. "That's how I try to live day-to-day here. I always try to do something positive and encouraging. Even if it's just smiling at someone walking down the hallway."

Project PROMPT


Lall recently brought her powerfully positive approach to life, and its challenges, to Project PROMPT (Purposeful Recruitment of Minority Physical Therapists). (See story, page 22)

The goal of PROMPT is to recruit minority students into the College's physical therapy degree program, and to help them improve their academic performance, so they can succeed not only in the program but as practicing professionals.

At a recent PROMPT meeting, Lall shared her experiences with prospective PT students. Her advice? "Stay focused. Don't get behind in your weekly work, and remember that your mind really determines what you'll be able to do with your life. No matter what the difficulty you're having, a positive mindset will push you through. Most importantly, knowing that you will be able to help future patients allows you to develop and maintain a caring attitude." She added, "A caring attitude and empathy are important assets to becoming an effective physical therapist."

Lall takes to heart a key message she heard during the GSU commencement ceremony. A speaker quoted Mohandas [Mahatma] Gandhi, who implored people to "Be the change that you want to see in the world."

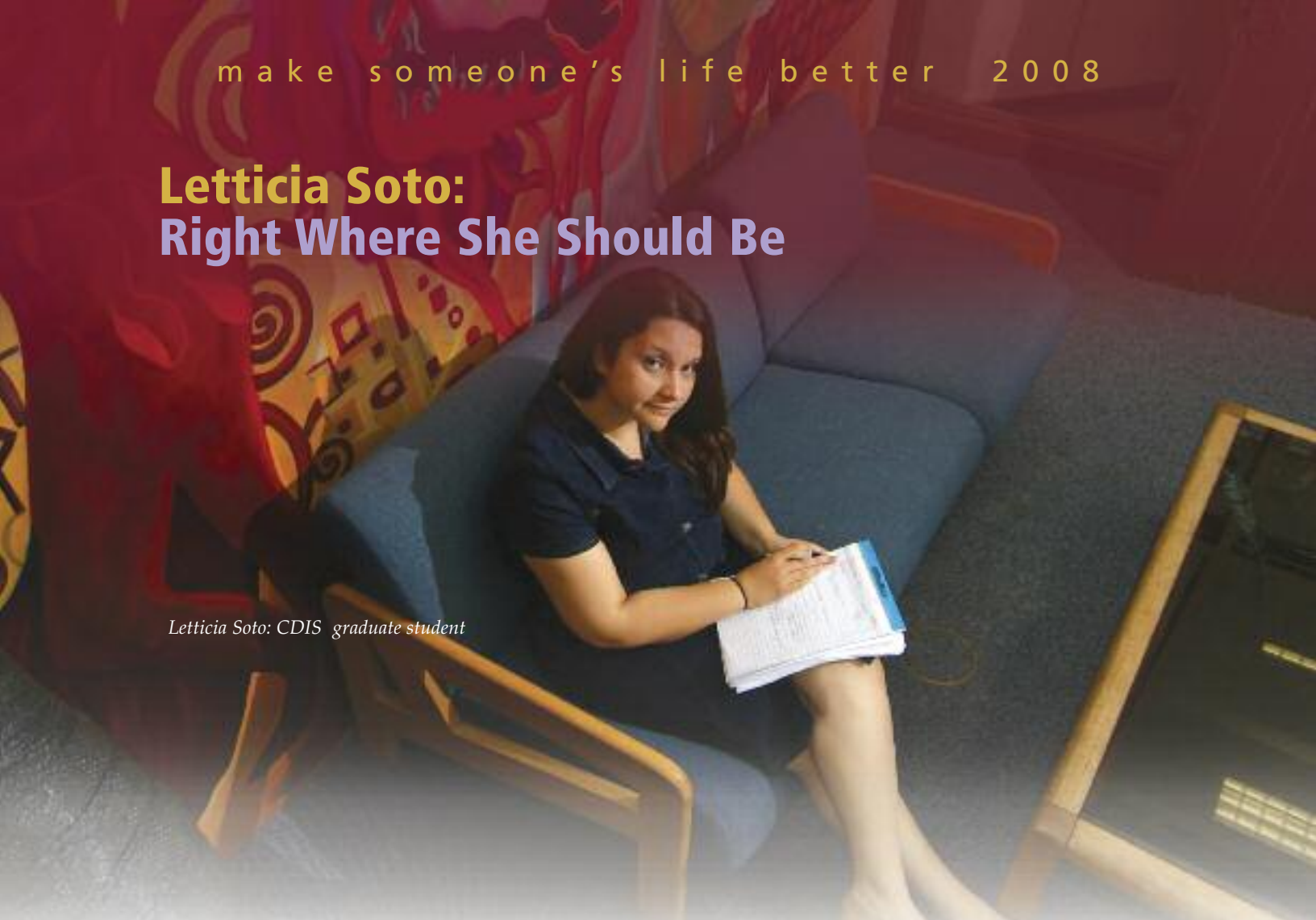
It's a message – and a philosophy – that Kirn Lall takes into the world every day.

A woman with dark hair, wearing a red shirt, is seated at a grand piano. She is looking down at the keys, her hands positioned over the keyboard. The piano is dark, and the room is dimly lit, with light reflecting off the piano's surface and the woman's hair. The background is dark and out of focus.

Though she has never had any lessons, Lall enjoys improvising on the piano and sharing her music with residents at nursing homes. "There was this one time I had finished playing and the patients were clapping. I will never forget what a woman said to me: 'This is the nicest thing that has happened to me since I have been here.' I was so touched by her comment."

Kirn Lall - MPT Graduate

Letticia Soto: Right Where She Should Be



Letticia Soto: CDIS graduate student

Passion is a key word for Letticia Soto.

Passion, drive, and motivation have gotten this young Chicagoan to the place she is today: working full-time as a speech-language paraprofessional in the Chicago Public School system. Having finished all her coursework for her Master of Health Science (MHS) degree in Communication Disorders from the College of Health and Human Services, Soto is ready to start her three semesters of practicum. She will be officially finished with her MHS in 2009.*

She will be finished with one degree, and ready to start another: a PhD in Communication Disorders. With her doctorate, Soto envisions herself in the classroom.

"I would like to instill in my students the same passion I have," she said, "and help them become the very best speech-language pathologists working in the field."

A Love for the Profession

Soto is one of the lucky ones. "I love what I do," she said. "For me, this is where I'm supposed to be. As speech-language pathologists, our goal is to facilitate communication, through whatever means. Every day is challenging."

She explained, "I see a wide range of children, from as young as three through those in their early teens. Progress

depends on the child and how motivated they are. There's no cookie-cutter formula that works for every child; you have to work with each child individually."

She added, "I enjoy applying what I've learned in class with my students at work."

Soto was born in Chicago, but raised until the age of 15 in Puerto Rico. Now a bilingual speech therapist, Soto is helping to fill a critical need for bilingual professionals in speech-language pathology. "There's a tremendous need," Soto noted. "I see it every day at work."

Reflecting on her years of study in communication disorders, Soto admits that "you have to be driven" to be in the program. "This isn't an easy program, by any means. You have to want it," she said. Soto believes her drive and motivation stem from her culture, religion, and beliefs. The oldest of four children on her mother's side, and the oldest of nine children on her father's side, Soto is the very first person to go to college in her family.

Soto was first introduced to the field of communication disorders following her graduation from the University of Illinois, where she received her first Bachelor of Science degree in Community Health/Health Administration and Planning. (She completed her second bachelor's degree —

a BHS in Communication Disorders — at GSU in 2003.) While working for Easter Seals in a program designed for children, birth to 3 years of age, Soto was exposed to the work of speech therapists, occupational therapists, physical therapists, and developmental therapists. Seeing her interest in speech pathology, Soto's program manager suggested she check out Governors State University — in particular, the El Valor Cohort that was just commencing.

El Valor: Community-Based Education

The El Valor cohort brings the College of Health and Human Services's undergraduate program in Communication Disorders (BHS) to El Valor's Guadalupe Reyes Community Center, located in Chicago's largely Hispanic Pilsen neighborhood. There, bilingual students like Soto have access to the same quality education they'd receive at GSU — but in the community-based setting of El Valor.**

Attending classes at El Valor was extremely convenient, especially for Chicago-area students like herself, Soto said. She and her fellow students, who worked full-time, appreciated the night-time class offerings, as well. But most important, Soto credits the extremely knowledgeable group of professors she's worked with. "They're so well-versed in their field, and active in both the American and Illinois Speech-Language-Hearing Associations."

Soto is particularly grateful for the efforts of her advisor, Dr. Sandra Mayfield, assistant provost and professor of Communication Disorders. Mayfield secured funding through a four-year federal grant offered by the U.S. Department of Education to provide scholarships for bilingual and culturally competent speech-language pathology students. Soto is one of 23 students to benefit from these scholarships.

"Dr. Mayfield has been very important in my entire practice at GSU," Soto said. "She has been a great role model and excellent instructor — very supportive, knowledgeable, and a great advisor."

She added, "CHHS has definitely been a milestone in my life. I've had wonderful experiences working with the professors, as well as my peers. I've met a lot of students at GSU who are going to be great professionals, or who are great professionals now."

When she is not working full-time in the Chicago Public Schools, Soto can be found engaged in any one of several volunteer activities: La Casa del Carpintero church, where she has served as director of the Children's Ministry for more than three years. Or you might find her involved in her sorority, Sigma Lambda Gamma, a Latina-based education organization, advising her undergraduate chapter at the University of Illinois Urbana-Champaign, or helping to establish a new chapter at Chicago State University.

But one thing is for sure: She's right where she should be.

**Earning a master's degree was a must for Soto as students are required to earn a graduate degree in the field of communication disorders in order to become a licensed and certified speech-language pathologist.*

***Established in 1973, El Valor has developed into a multicultural, multipurpose not-for-profit organization whose mission is to provide a broad variety of family support and educational programs, including vocational training and advanced degree opportunities designed to enrich urban, underserved families.*

CDIS Program Reaccredited through 2015

The Master of Health Science in Communication Disorders (CDIS) program has been reaccredited through 2015. The degree is the entry-level degree for speech language pathologists. The program's reaccreditation comes from the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA), which is part of the American Speech-Language-Hearing Association (ASHA).

According to Dr. William Yacullo, chair of the College's Department of Communication Disorders, the site team that evaluated the program identified the practicum sys-

tem as a particular strength. CHHS's CDIS program is distinguished by the fact that it was the first, and now is only one of a few, accredited speech-language pathology programs in the nation that requires students to obtain all clinical experience in real work settings outside the University, throughout the community. Most programs house on-site clinics where students work to gain clinical experience.

For speech-language pathologists, graduation from an appropriately accredited program is a requirement when graduates apply for national credentials in the field.



Nursing Grads

Planting the Seeds for Future Generations

Some people see a need in their community, and do **nothing**. Others, like GSU Master of Science in Nursing (MSN) graduates Carol L. Alexander, MS, APRN, ACNS-BC, and Rose M. Murry, RN, MS, ACNS-BC, roll up their sleeves and **get to work**.



Carol L. Alexander (left) and Rose M. Murry (right)

When Carol Alexander and her husband Julian moved from Chicago's south side to a new home in the south suburbs, they were trying to improve the quality of life for their three children.

But to her dismay, Alexander discovered that the move took her high school-aged daughter away from her only opportunity to become a licensed practical nurse (LPN) right out of high school.

The Chicago Public School system had a practical nursing (PN) program, which prepared students to find employment immediately following high school graduation. But nothing like it existed in the south suburbs. Alexander wasn't content to let that stand, so she conferred with her long-time friend and classmate Rose Murry.

Together, Alexander and Murry made it their mission to create an LPN program for south suburban high schoolers. In August, 2007, they received Illinois Department of

Finance and Professional Regulation (IDFPR) approval for their practical nursing program: the CAAN (Coalition of African American Nurses) Academy of Nursing. Since that time, the CAAN Academy of Nursing has enrolled 37 students from Rich Township High School District 227 and Thornton Fractional High School District 215. (See story, page 33)

While they continue to face numerous challenges during the program's establishment, the nurses said that in "every direction we've been led, doors have been opened."

Through it all, Alexander and Murry have shared a philosophy that sees nursing as a "ministry." And they both practice what they preach.

Leading by Example

Alexander and Murry are themselves lifelong learners. Each holds a Master of Science in Nursing degree from the

College of Health and Human Services, and each is a board-certified clinical nurse specialist. Both are accepted into the College's new Doctor of Nursing Practice (DNP) program, which held its first classes at the start of the 2008 Fall Trimester.

The two are passionate about motivating students, especially minorities. Though an abundance of LPN positions await their students following high school graduation, Alexander and Murry are determined to instill a passion in their students to move on to higher levels of nursing education. To smooth the way for this transition, the nurses are negotiating articulation agreements with local community colleges and universities, including St. Xavier and Chicago State.

"Statistics reveal that less than five percent of African Americans hold advanced degrees in nursing," Alexander said. "That's one of the reasons why we're promoting terminal degrees in nursing. We understand that advanced level nurses are the ones who can take the lead in developing programs that can really make a difference for our community."

Opportunities abound, Alexander believes. "They're as vast as the facets in a high quality diamond," she said. "Every nurse has the opportunity to find his or her own personal niche in this profession."

An Investment in the Future

Thornton Fractional High School District 215 Superintendent Dr. Creg E. Williams said he is excited to have the program at the school. "It's about creating opportunities for young people to have the best education available," he said. "We're making an investment in our students."

"Our goal," Williams continued, "is to have our students leave high school with not just a diploma, but a CNA or LPN certificate, even college credits. At the end of the day, the return on our investment is their academic success — having them graduate high school prepared to immediately move forward."

During a recent class break, Williams urged his students not to miss out on the opportunity presented by CAAN. "Don't lose sight of what we're doing here," he said.

Providing Opportunities for the Underserved

Alexander and Murry received assistance (and a sounding board) for their LPN curriculum from one of their former

CHHS professors, Dr. Nancy MacMullen, who is also vice president for the Coalition of African American Nurses and president of the South Suburban Nurses in Advance Practice (SSNAP). Murry is Vice President of SSNAP.

MacMullen said, "Carol and Rose are shining examples of the type of talented people that GSU returns to the community to be role models, mentors, and leaders."

Citing a comment by the dean of Vanderbilt University who stated that "Our nation needs to have a nursing force that's representative of our population," MacMullen noted, "We're not there yet."

But thanks to the efforts of GSU nursing grads like Alexander and Murry, progress has been made.

"When GSU President Elaine Maimon talks about social justice," MacMullen said, "I think, what could be more social justice than what Carol and Rose are doing by trying to empower students in the local community who may be *opportunity* underserved. This is a step toward quality education. Once the students get their LPN, they can work and save money for college to further their education. We expect them to go all the way up to the doctoral level."

Extending Their Vision

Helping the nurses evaluate their program from start to finish through a continuous quality control mechanism is Dr. Phyllis Johnson, director of Research and Evaluation for the College of Health and Human Services' Center for the Care and Study of Vulnerable Populations.

"I can't tell you how amazed and enthusiastic I am about this project," Johnson commented. "I'm honored to be involved. I can't say enough about how much this project could mean to the

people in the south suburbs and the south side of Chicago. Besides addressing the nursing shortage, they're tackling the whole health disparities issue from several different angles, including social and educational disparities."

The CAAN Academy of Nursing, in Johnson's view, creates a path for students who might otherwise never imagine moving beyond an associate's degree, let alone reaching a bachelor's, master's, or doctoral degree. "By going through this program, they are much better prepared," she added. "They see a way to do this. This is a way to extend their vision."

According to the Illinois Government News Network, the number of potential caregivers, including nurses, is projected to decrease 4.2% between 2000 and 2020, while the number of those who will need care is projected to increase by 31%. By 2020, Illinois could possibly be faced with a shortage of more than 21,000 nurses. Currently the state has a nursing shortage of 7%. This includes a shortage of 1,200 practical nurses per year, projected through 2010.

Carol Alexander instructing CAAN Academy of Nursing students.

The CAAN Academy of Nursing has established partnerships with Rich Township High School District 227 and Thornton Fractional High School District 215. The Practical Nursing Program curriculum consists of six consecutive semesters with five credited courses and two not-for-credit preparatory courses.

Thornton Fractional High School District 215 Superintendent Dr. Creg E. Williams



CAAN Academy of Nursing Curriculum

The mission of the CAAN (Coalition of African American Nurses) Academy of Nursing is to provide academic instruction on the highest level that promotes and facilitates personal, communal, career, and professional development.

"At the same time," Rose Murry said, "we want to instill the values we feel are essential in nursing: caring, competence, compassion, and even common courtesy."

CAAN Academy of Nursing has established partnerships with Rich Township High School District 227 and Thornton Fractional High School District 215. The Practical Nursing Program curriculum consists of six consecutive semesters, with five credited courses toward high school graduation and two non-credit courses for academic and employment preparation.

Currently, 36 sophomores and one freshman have completed their first preparatory course and are prepared to enter the

core PN program this fall, at the newly remodeled Thornton Fractional Career and Technology Training Center in Calumet City.

These students will enroll in a 20-week Fundamentals of Nursing (FON) curriculum. After completing FON, the students will have met the general requirements set by the Illinois Department of Public Health to sit for the Certified Nursing Assistant (CNA) examination (opening a window of employment).

The curriculum includes two semesters of adult nursing and one semester of obstetric/pediatric nursing education, followed by a three-to-four week bridge program designed to help students transition from the role of student nurse to practical nurse, as well as to prepare them for the national LPN licensure exam.

Tackling Health Disparities

The future is not a result of choices among alternative paths offered by the present, but a place that is created — created first in the mind and will, created next in activity. The future is not some place we are going to, but one we are creating. The paths are not to be found, but made, and the activity of making them, changes both the maker and the destination. *John Schaar, Professor Emeritus of Political Philosophy, University of California, Santa Cruz*

As directors of CAAN, CHHS graduates Carol Lisa Alexander and Rose M. Murry take Schaar's message to heart.

His words fuel and motivate the nurses' deep-seated commitment to the issue of health disparities, specifically, the increased incidence of African Americans suffering and dying from cancer, cardiovascular disease, diabetes, and other diseases at higher rates than other Americans.

Alexander and Murry's interest in addressing the issue of health disparities was seriously sparked seven years ago when they attended workshops presented in Miami by noted research Professor Sandra Underwood, RN, PhD, a long-time advocate of health disparity reduction and a professor at the University of Wisconsin-Milwaukee.

The workshops inspired Alexander, Murry, and several of their colleagues, all of whom were teaching nursing classes at Kennedy King College's Dawson Technical Institute, to bring Professor Underwood's message to their students. The nurses developed an extracurricular program designed to encourage their nursing students and their family members to make positive lifestyle changes (smoking cessation, proper diet, and increased exercise) in order to help prevent disease. The program included a dynamic community health educa-

tion component that literally took the students into community venues armed with the slogan "We CAAN Fight Cancer."

Alexander noted, "The students really bought into the program. Most of our students at that time were parents, so they changed the diet for their children, as well. Some tried to stop smoking."

Alexander and Murry later returned to Miami and presented data relative to their program in a colloquium; their work was subsequently featured in *Nursing Spectrum* (June 3, 2002. Vol. 15, No. 11).

Back in Chicago, in their classrooms at Dawson Technical Institute, Alexander and Murry continued to work with their young nursing students, some of whom were heads of households living on fixed incomes. As Alexander explained, the students were working to create a better life for themselves.

Breaking down barriers and creating an "alternative path" for minority students to pursue advanced degrees in nursing, and forge a brighter future for themselves and their families, is what Alexander and Murry's CAAN Academy of Nursing is all about.

DNP Officially Kicks Off This Fall

After receiving final approval from the Higher Learning Commission of the North Central Association of Colleges and Schools and the Illinois Board of Higher Education, the new Doctor of Nursing Practice (DNP) program held its first classes at the start of the 2008 Fall Trimester.

Twenty-one students have been accepted into the program, under the auspices of the College of Health and Human Services (CHHS). CHHS offered the first doctoral program at GSU, the Doctor of Physical Therapy, in 2007.

The DNP is a professional doctorate, explained Dr. Linda Samson, CHHS dean. "It provides advanced knowledge and skills professionals need for actual practice in the discipline," she said.

Most important, the DNP will help address the national, critical shortage of nurses and nurse educators with this level of preparation.



New Transitional DPT Offered

The College of Health and Human Services' Physical Therapy Department has been approved to offer its first Transitional Doctoral Degree in Physical Therapy (t-DPT).

The program is designed for current, licensed physical therapists who have earned either a bachelor's or a master's degree in physical therapy, and who have at least six months of experience in full-time practice as a physical therapist.

"Students in our t-DPT program will be able to incorporate the latest, most current theory and practice being taught at the doctoral level right in their own work setting, working with their own patients," noted Dr. Linda Samson, CHHS dean.

Students will be accepted mid-fall for the January term; the majority of classes are offered online.



Report from Belize: CHHS Addictions Studies Grad Goes Far



*Pat Breshears: MHS Addictions
Studies Graduate*

It's a long way from the cornfields of Moline, Illinois, to the lush tropical rainforests of Belize.

But when it comes to the problem of addictions, there are no borders. It's a universal affliction, and that's how 1999 GSU graduate Pat Breshears (MHS, Addictions Studies) found herself there, working as administrator for New River Cove.

New River Cove is a 27-acre, dual diagnosis facility dedicated to helping people age 18 and over recover from alcoholism, drug addiction, and chemical dependency. It is located 45 minutes from Belize City, in the Central American country of Belize. A two-hour flight from the U.S. mainland, Belize is bordered to the south and west by Guatemala, to the north by Mexico, and to the east by the Caribbean Sea – and 174 miles of unbroken barrier reef. A former British colony, Belize is also the center of the ancient Mayan world.

From Moline to Mayan Ruins

The road from Moline to Belize began for Breshears at Blackhawk College in Moline, where she earned her LPN degree. Afterward, while working, “and thinking this isn’t what I want to do when I grow up,” Breshears began to consider entering an addictions studies degree program. She reflected, “Coming from a family with multiple generations of alcoholism probably had an impact on my career decisions.”

She began her work toward a Master of Health Sciences (MHS) degree in Addictions Studies through the College of Health and Human Services. She most distinctly remembers Professor Greg Blevins, now chair of the Department of Addictions Studies and Behavioral Health.

“He challenges people to learn,” she said. “He questions things and truly enjoys doing so.”

After earning her degree, Breshears served as treatment coordinator for an adolescent unit of a home operated by Lutheran Social Services; she then moved to the St. Louis area, where she worked as a program director for a long-term residential program.

Therapy on Horseback

In June of 2007, Breshears began work as administrator of New River Cove, where all staff must be licensed or certified in the United States. She has also opened the facility’s doors to the College’s addictions studies students seeking internship placements.

Breshears noted that Belize offers a unique opportunity for an intern – and New River Cove staff – to “work outside the box.” She added that the staff takes full advantage of the Belize environment – and its potential for creative treatment options.

“Therapy can be provided on horseback, in a kayak, or at the Mayan ruins,” Breshears said. Ultimately, she

explained, the goal is to provide holistic treatment to help New River Cove residents, who are in treatment, achieve mental, emotional, and physical harmony.

Visiting students can use their creativity in this setting, too. Breshears added, "Students also have the opportunity to learn and appreciate the culture they live and work in while in Belize."

Professor Dave O'Donnell, coordinator of internship placement in the College's addictions studies program, was happy to hear from Breshears. "We are always pleased when our graduates contact us," he said. "It is a great compliment to our program."

Since June of 2008, Breshears has been serving as the Recovery Management Coordinator for New River Cove, dividing her time between Belize and her home in Alton, Illinois.

On top of her duties as Recovery Management Coordinator, Breshears is also responsible for preparing New River Cove for its first accreditation review process by the Commission on Accreditation of Rehabilitation Facilities (CARF). Founded in 1966, CARF is a not-for-profit organization that promotes quality rehabilitation services.

CARF-accredited programs and services have demonstrated that they substantially meet internationally recognized standards of care.

Breshears will be traveling back and forth to New River Cove in order to conduct training and inspections, and to ensure that CARF standards are in place prior to the survey team's arrival.

A Shared Philosophy

The College's motto, "Make Someone's Life Better," clearly parallels Breshears' own personal philosophy regarding the field of addictions studies.

"Our goal is to help our clients make a change in their lives; success is when we can make their lives better in some way," she said.

The job of the addictions professional clearly is not getting any easier, Breshears noted, particularly as states cut program funding.

She said, "Spending to fund treatment would save enormous amounts of money by allowing the person in recovery to become a socially responsible individual — working, paying bills, and not using public funds to continue the active addiction."

Looking towards the future, Breshears said, "I don't know what the future holds for me professionally. But I do know that my background and education are invaluable in my work with clients, families, and staff. I am truly grateful for my education and the opportunities that I have had because of it."



Department of Nursing Awarded Homeland Security Grant

The Department of Nursing has been awarded funding from the Illinois Department of Commerce and Economic Opportunity's (DCEO) Homeland Security Market Development (HSMD) Bureau to develop a fully online homeland security course.

Designed for nursing and healthcare leaders, the course, "Healthcare Security and Disaster Preparedness," will focus on the assessment of health needs of specific communities, which could be compromised by events impacting homeland security.

The course, developed by Department of Nursing lecturer Patricia Martin, will be offered in the Spring/Summer Trimester in 2009; it will be open to healthcare managers and administrators.

"The ability to assess, plan, and provide for the healthcare needs of specific populations when compromised by man-made or natural disaster is an essential component of the healthcare administration role," Martin noted.

Breaking Barriers to Higher Ed for Latinos

*Dr. Maristela Zell: Associate
Professor, Social Work*

It's an enormous problem.

Less than 10 percent of Latinos who finish high school go on to higher education, according to Dr. Maristela Zell, associate professor in the College's Department of Social Work.

Why is this happening?

Zell is now in her second year of a Health Disparities Research project* designed to identify the barriers that prevent Latinos from moving into higher education. Entitled "Barriers to Higher Education for Hispanic/Latino/Latina Students," Zell's project aims to improve the post-secondary educational opportunities for the area's growing Latino population.

Zell said there has already been plenty of research on the barriers themselves, including issues with financial aid and advising. So she has taken a different approach, focusing her research on the transfer process between community colleges and upper-level educational institutions.

What, she asked, is preventing Latino students from advancing beyond community college and earning their bachelor's degrees?

"We [Governors State] get the majority of our students from the community college," Zell said. "So I thought it would be more helpful for us to try to understand the relationship we have with community colleges."

Qualitative Research: The Community College Connection

Zell is conducting a qualitative research program and interviewing Latino students to find answers to her questions. Despite barriers, there are positive indications that Latino students want to move on to four-year degree programs.

"So far, everyone with whom I've spoken is either in the process of transferring or is contemplating a transfer," Zell said. Yet the answers she's getting through her interviews are confirming things she already suspected:

Latinos are not receiving adequate assistance with the transfer process from their community college advising centers. So they make their own path, finding other sources of information, either by talking to a professor, friend, or relative who has gone through the process before, or by accessing the Internet.

Families are very supportive to the family members who are in school. "Husbands are taking care of children at night, so the wife can go to class," Zell said. "Students are running from work to class, then back to work. Families are 100 percent behind the students."

Due to their extensive work commitments, Latino students don't have the opportunity to engage in many aspects of campus life. They simply don't have the time to take advantage of the social or educational programs that might be helpful to them, such as the Writing Center or

the Latino Club. "They can't afford not to work full-time while going to school," Zell explained. "Work is a necessity." She added, "Latinos don't like to incur debt. Credit cards are an American thing."

Forging a Stronger Partnership

Through her research, Zell's goal is to foster a stronger partnership between regional community colleges and GSU.

"We need to be more visible in the Latino community," she said, "and we need to hire more Latino faculty."

Zell added that she is confident that her growing involvement with community colleges – and the information her research is allowing her to share with them – will help lay the groundwork for improved partnerships that will aid Latino students.

One such partnership currently exists between GSU and Morton Community College in Cicero. Three years ago, Morton asked GSU to collaborate on a grant that would result in a Latino Center of Excellence at GSU.

"We were thrilled," Zell recalled.

The Center's mission is to increase retention and graduation rates of Latinos by providing mentoring, tutoring, and other support systems, as well as faculty development pro-

grams. A major component of the grant is a tracking system that monitors academic progress and graduation rates.

Currently 60 students representing a wide cross section of the Chicagoland metro area are enrolled in the Center. Students come from GSU, Olive Harvey, Moraine Valley Community College, Kankakee Community College, Joliet Junior College, as well as the City Colleges of Chicago.

A Successful Transition

One GSU student who has benefited from the services provided through the Latino Center for Excellence is Fernando Rayas; he is just two trimesters away from earning his Bachelor of Social Work degree at GSU. Rayas believes the Center helped him overcome academic and personal issues through its tutoring and mentoring services. He added, "Personally, the most meaningful assistance I have received has come from the type of concerned, caring, and student-oriented professors I have met at GSU."

Before he came to Governors State, Rayas didn't know a thing about the University. A transfer student from Morton Community College, Rayas remembers facing two key challenges: financial and cultural.

"Having to pay for tuition, books, and transportation was a heavy financial burden for me," he said. "Since English is my second language, the language factor became a challenge when I began doing academic work. I also



Fernando Rayas: BSW student

remember feeling isolated because I did not know anyone at GSU, and I had a difficult time relating to students and professors with cultural backgrounds different from my own."

Fortunately for Rayas, help came in the form of the Latino Achievement Scholarship offered at GSU. The scholarship helped relieve Rayas' financial burdens, which allowed him to focus on academics. Frequent use of the Writing Center services helped him to significantly improve his writing skills. He was also able to access a social and support group of students and professors by joining the Association of Latin American Students (ALAS) at GSU.

Rayas' successes have proven barriers can be overcome.

He is a member of the University's Honors Program, and he took his participation all the way to student government, where he ran for Student Senate and was elected Vice President. He continues to be a member of the Social Work Student Organization, as well.

Rayas said his extensive involvement in all these organizations "has given me the opportunity to

empower myself and to value, respect, and love this great institution."

His advice to Governors State University, as it continues to try to break down barriers to education for Latino students, is to provide more financial support for Latinos. Despite their potential, he explained, many do not pursue a bachelor degree at GSU because they cannot afford to.

Rayas added, "The second and very crucial piece of advice is to support and improve the programs already in place that help Latino students in their academic and cultural needs."

**Dr. Zell's research project is one of several being conducted under the College's Building Capacity in Health Disparities Research (HDR) grant, funded through the National Institutes of Health's National Center on Minority Health and Health Disparities Grant #5P20MD001818-02. HDR research is geared toward identifying and eliminating health disparities within the region. For more information about HDR and the College's research, see the 2007 Annual Report (available on the CHHS website at www.govst.edu/chhs/news) or go to the Building Capacity in Health Disparities Research website at www.govst.edu/hdr.*

Seeking Solutions: Asking Latino/Latina Students about Barriers to Higher Education

Finding the answer to any problem begins with a question: Why?

For Dr. Maristela Zell, the answer to the problem of Latino progression into bachelor degree programs lies in understanding the experiences Latinos and Latinas are having in the region's community colleges.

So Zell's Building Capacity in Health Disparities Research project, "Barriers to Higher Education for Hispanic/Latino/Latina Students," is going right to the source. She is conducting interviews with Latinos to gain firsthand accounts of the barriers they face when they try to progress – or consider progressing – beyond two-year community college programs.

So far she has interviewed 11 Latino students from local community colleges. She plans to interview 25.

Her questions are designed to help her see through their eyes – to see where the roadblocks are and how those roadblocks can be dismantled.

Some of the questions Zell is asking Latino/Latina students:

- Why did you decide to go to college?
- Who inspired you to go?
- Who supports you?
- What is your day like?
- How do you juggle the responsibilities of school, family, and work?
- Has anyone spoken to you about transferring to a four-year institution?
- Are you going to transfer?
- How helpful is the college you are attending now?
- How helpful are your counselors and advisors?

Zell believes the answers will help community colleges and Governors State formulate action plans tailored to helping Latino and Latina students achieve their goal of earning a bachelors degree.



Outstanding Students, Clinical Supervisors, and Field Practicum Instructors

2008 Recognition Awards

Addictions Studies & Behavioral Health

Graduate Student Loriann Mehmel

Communication Disorders

Undergraduate Maria Yakos
Graduate Irene Costello

Health Administration

Undergraduate Kesha Moore
Graduate Kenneth Williams

Nursing

Graduate Denise Smith

Occupational Therapy

Graduate Akata Sharma

Social Work

Undergraduate Priscilla Southern
Graduate Ella Duff

Outstanding Supervisors and Field Instructors

Addictions Studies and Behavioral Health

Eric Brown

Communication Disorders

Bernadette Wood

Health Administration

Mark Urquhart

Nursing

Linda Ewing

Occupational Therapy

Monika Robinson

Physical Therapy

Josephine Boggs

Social Work (BSW)

Aristede Dukes

Social Work (MSW)

Jean Rogers

Sharon Parker

2008 Faculty Excellence Awards

Catherine Balthazar - Service
James Golding - Teaching and Service
Catherine Tymkow - Teaching, Research, and Service
Maristela Zell - Service

FACULTY AND STAFF

2008 Service Recognition Awards

25 years

Gregory Blevins - Addictions Studies and
Behavioral Health

10 years

Russell Carter - Physical Therapy
David Diers - Physical Therapy

5 years

Linda Samson - Dean
C. Adelle Sanders - Social Work

Presentations

Nancy Burley, MA, BS
 ISETL: International Society for Exploring Teaching and Learning - Atlanta, GA

Presentation (Gritzmacher, D., Burley, N., Shaw, J. and G. Nteff): October, 2007

Ten Years and Counting: How Can We Make a Successful Good Course Continually Better?

2008 Lilly Arctic Institute, Innovations and Excellence in Teaching: Celebrating the Adult Learner and Cultural Attunement - Fairbanks, AK

Presentation: March 5-7, 2008
Technology, HIV, and the Adult Learner - Increasing Awareness One Click at a Time

The Israel Nursing Research Society, International Nursing Research Conference - Jerusalem, Israel

Poster Presentation (Samson, L., MacMullen, N., Tymkow, C., Martin, P. and N. Burley): June 30 - July 3, 2008

The Doctor of Nursing Practice: An Evidence-Based Model to Improve Practice and Education

Shirley Comer, RN, MSN, JD
 Hilton Head, SC
 Poster Presentation: March 26-30, 2008

Using Multimedia to Teach Clinical Skills in a Nursing Assessment Course

Carolyn Estes-Rodgers, MHS
 2007 National HIV Prevention Conference - Atlanta, GA
 Presentation (Estes-Rodgers, C., Johnson, P., Samson, L. and P. Kletke): December 4, 2007
Project SKIPP (Saving Kids through Integrated Prevention Programming)

9th Annual Evidence-Based Practice Conference - Glendale, AZ
 Presentation (Estes-Rodgers, C., Johnson, P. and L. Samson): February 15, 2008
Project SKIPP (Saving Kids through Integrated Prevention Programming: Developing a Sustainable Project in a Low-income Community)

Kyusuk Chung, PhD
 Academy Health Annual Research Meeting - Washington DC
 Presentation (Chung, K., Samson, L. and E. Essex): June 7-10, 2008
Does Hospice Knowledge on the Side of Caregivers Matter for Quality Hospice Services that Their Loved Ones Receive?

Academy Health Annual Research Meeting - Washington DC
 Presentation (Lee, J. and K. Chung): June 7-10, 2008
Decomposition of Health Inequality among South Koreans using EQ-5D scores: 2005 Korea National Health and Nutrition Examination Survey

60th Annual Scientific Meeting of the Gerontological Society of America - San Francisco, CA
 Paper Presentation (Chung, K. and E. Essex): November 16-20, 2007
Ethnic Variation in Length of Stay among Hospice Patients with Advanced Dementia

Illinois Department of Public Health, Task Force on Health Planning Reform - Chicago, IL
 Presentation: March 10, 2008
Comparative Assessment of CON Programs in the U.S.

American Public Health Association, 135th Annual Meeting - Washington, D.C.
 Presentation: November 3-7, 2007
Improving the Use of Hospice Services among Minority Elders

Elizabeth Essex, PhD
 Academy Health Annual Research Meeting - Washington DC
 Presentation (Chung, K., Samson, L. and E. Essex): June 7-10, 2008
Does Hospice Knowledge on the Side of Caregivers Matter for Quality Hospice Services that Their Loved Ones Receive?

60th Annual Scientific Meeting of the Gerontological Society of America - San Francisco, CA
 Paper Presentation (Chung, K. and E. Essex): November 16-20, 2007
Ethnic Variation in Length of Stay among Hospice Patients with Advanced Dementia

Male Caregiving: Creating a Research, Programmatic and Policy Agenda for an Emerging Public Health Issue - University of Maryland, College Park, MD
 Paper Presentation (Greenberg, J., Essex, E., Seltzer, M. M. and S. Ghosh): September, 2007
Fathers of Children with Special Needs: The Case of Developmental Disabilities and Mental Illness

Phyllis Johnson, PhD
 2007 National HIV Prevention Conference - Atlanta, GA
 Presentation (Estes-Rodgers, C., Johnson, P., Samson, L. and P. Kletke): December 4, 2007
Project SKIPP (Saving Kids through Integrated Prevention Programming)

9th Annual Evidence-Based Practice Conference - Glendale, AZ
 Presentation (Estes-Rodgers, C., Johnson, P. and L. Samson): February 15, 2008
Project SKIPP (Saving Kids through Integrated Prevention Programming: Developing a Sustainable Project in a Low-income Community)

Tae Hyun "Tanny" Kim, PhD
 135th APHA Annual Meeting & Exposition - Washington, DC
 Presentation: November 3-7, 2007
Evaluation of the Factors Affecting Financial Risk of Not-for-profit Hospitals

International Health Economics Association (IHEA) Congress - Copenhagen, Denmark
 Presentation: July 8-11, 2007
Factors Influencing Hospital Capital Investment: 1998-2001

Phillip Kletke, PhD
 2007 National HIV Prevention Conference - Atlanta, GA
 Presentation (Estes-Rodgers, C., Johnson, P., Samson, L. and P. Kletke): December 4, 2007
Project SKIPP (Saving Kids through Integrated Prevention Programming)

Judith Lewis, PhD
 18th International Nursing Research Conference, Sigma Theta Tau International Honor Society of Nursing - Vienna, Austria
 Presentation (Tymkow, C., Lewis, J., Engle, J. and L. Samson): July, 2007
Building Capacity for Substance Abuse Education in Nursing: Transdisciplinary Collaboration

Nancy MacMullen, PhD, RNC-HROB, APN/CNS
 Drexel University Nursing Education Conference - San Francisco, CA
 Poster Presentation (MacMullen, N.J. and L.L. McCann): January 7-8, 2008

Nursing Weblog: Technical Innovation for Student Participation

2008 NLN Faculty Leadership Conference - Orlando, FL
 Poster Presentation (MacMullen, N.J. and L.L. McCann): January 11-13, 2008
Nursing Weblog: Technical Innovation for Student Participation

2008 Annual Academic Chairperson Conference, Orlando, FL
 Presentation (MacMullen, N.J. and L.L. McCann): February 6-8, 2008
Technical Innovation for Student Participation

AWHONN National Convention
 Presentation: June 21 - 24, 2008
Perinatal Depression in Mexican-American Women: An Intervention Study

The Israel Nursing Research Society, International Nursing Research Conference - Jerusalem, Israel
 Poster Presentation (Samson, L., MacMullen, N., Tymkow, C., Martin, P. and N. Burley): June 30 - July 3, 2008
The Doctor of Nursing Practice: An Evidence-Based Model to Improve Practice and Education

Patricia Martin, MSN, RN
 The Israel Nursing Research Society, International Nursing Research Conference - Jerusalem, Israel
 Poster Presentation (Samson, L., MacMullen, N., Tymkow, C., Martin, P. and N. Burley): June 30 - July 3, 2008
The Doctor of Nursing Practice: An Evidence-Based Model to Improve Practice and Education

Linda McCann, MA, MA, MPA
 Drexel University Nursing Education Conference - San Francisco, CA
 Poster Presentation (MacMullen, N.J. and L.L. McCann): January 7-8, 2008
Nursing Weblog: Technical Innovation for Student Participation

2008 NLN Faculty Leadership Conference - Orlando, FL
Poster Presentation (MacMullen, N.J. and L.L. McCann): January 11-13, 2008
Nursing Weblog: Technical Innovation for Student Participation

2008 Annual Academic Chairperson Conference, Orlando, FL
Presentation (MacMullen, N.J. and L.L. McCann): February 6-8, 2008
Technical Innovation for Student Participation

American Physical Therapy Association Annual Meeting - San Antonio, TX
Panelist: June, 2008
Continuity of Care: The Ongoing Healthcare Needs of Individuals with Lifelong Chronic Conditions

Robbie Kuchler O'Shea, PT, PhD
The Association for Conductive Education in North America Annual Conference - Chicago, IL
Presentation: August 29, 2008
Update on the GSU CE Certificate Program

Illinois Physical Therapy Association (IPTA) - Naperville, IL
Poster Presentation: September 2008
Stress Coping Strategies of MPT and DPT Students

Illinois Physical Therapy Association (IPTA) - Naperville, IL
Poster Presentation: September 2008
Impact of Interuniversity Collaboration on OT and PT Students

Illinois Physical Therapy Association (IPTA) - Naperville, IL
Poster Presentation: September 2008
Effects of a Virtual Reality Game Implementation on the Quality of Life for Individuals in Residential Care

Illinois Physical Therapy Association (IPTA) - Naperville, IL
Presentation: September 2008
EI in the Perfect World: Making Sense of the System

American Academy of CP and Developmental Medicine (AACPDM) - Atlanta, GA
Presentation: September 16, 2008
Developments and Advances in Conductive Education

Linda Samson, PhD, RN, BC, NEA, BC
18th International Nursing Research Conference, Sigma Theta Tau International Honor Society of Nursing - Vienna, Austria
Presentation (Tymkow, C., Lewis, J., Engle, J. and L. Samson): July, 2007
Building Capacity for Substance Abuse Education in Nursing: Transdisciplinary Collaboration

18th International Nursing Research Conference, Sigma Theta Tau International Honor Society of Nursing - Vienna, Austria
Presentation: July, 2007
Project SKIPP: Saving Kids Through Integrated Prevention Programming

The Israel Nursing Research Society, International Nursing Research Conference - Jerusalem, Israel
Poster Presentation (Samson, L., MacMullen, N., Tymkow, C., Martin, P. and N. Burley): June 30 - July 3, 2008
The Doctor of Nursing Practice: An Evidence-Based Model to Improve Practice and Education

Sigma Theta Tau 19th International Nursing Research Congress - Singapore
Presentation: July, 2008
Building Capacity for Health Disparities Research

Academy Health Annual Research Meeting - Washington DC
Presentation (Chung, K., Samson, L. and E. Essex): June 7-10, 2008
Does Hospice Knowledge on the Side of Caregivers Matter for Quality Hospice Services that Their Loved Ones Receive?

2007 National HIV Prevention Conference - Atlanta, GA
Presentation (Estes-Rodgers, C., Johnson, P., Samson, L. and P. Kletke): December 4, 2007,
Project SKIPP (Saving Kids through Integrated Prevention Programming)

9th Annual Evidence-Based Practice Conference - Glendale, AZ
Presentation (Estes-Rodgers, C., Johnson, P. and L. Samson): February 15, 2008
Project SKIPP (Saving Kids through Integrated Prevention Programming: Developing a Sustainable Project in a Low-income Community)

Catherine Tymkow, ND, MS, APN/WHNP
The Israel Nursing Research Society, International Nursing Research Conference - Jerusalem, Israel
Poster Presentation (Samson, L., MacMullen, N., Tymkow, C., Martin, P. and N. Burley): June 30 - July 3, 2008
The Doctor of Nursing Practice: An Evidence-Based Model to Improve Practice and Education

18th International Nursing Research Conference, Sigma Theta Tau International Honor Society of Nursing - Vienna, Austria
Presentation (Tymkow, C., Lewis, J., Engle, J. and L. Samson): July, 2007
Building Capacity for Substance Abuse Education in Nursing: Transdisciplinary Collaboration

Publications

Elizabeth Cada, EdD, OTR/L, FAOTA
Cada, E. and R. O'Shea. "Identifying Barriers to Occupational and Physical Therapy Services for Children with Cerebral Palsy." *Journal of Pediatric Rehabilitation Medicine: An Interdisciplinary Approach*, Volume 1: Number 2 (2008): 127-135.

Kyusuk Chung, PhD
Chung, K. "Long Term Care." *Encyclopedia of Health Services Research*. Sage Publishing. (2008).

Chung, K. "Health Care as a Share of GDP." *Encyclopedia of Health Services Research*. SAGE Publications, (2008).

Chung, K., Essex, E.L. and L. Samson. "Ethnic variation in timing of hospice referral: Does having no informal caregiver matter?" *Journal of Palliative Medicine*, 11 (2008): 484-491.

Elizabeth Essex, PhD
Massat, C. R., Essex, E.L., Hare, I. and S. Harris Rome. "The developing social, political, and economic context for school social work." In Massat, C.R., Constable, R., McDonald, S. and J. P. Flynn (Eds.). *School Social Work: Practice, Policy, and Research*, Seventh Edition, 114-139. Lyceum Press: Chicago, 2009.

Chung, K., Essex, E.L. and L. Samson. "Ethnic variation in timing of hospice referral: Does having no informal caregiver matter?" *Journal of Palliative Medicine*, 11 (2008): 484-491.

Essex, E.L. and D. Biegel. "Older case management clients with younger family members in need of care: Interdependencies and well-being." *Care Management Journals: Journal of Case Management* 8 (2007): 162-170.

Rupert Evans Sr., MPA, DHA, FACHE
Evans, R. Contributor. "Chapter 13 Culture, Values, and Ethics" In James A. Johnson. *Health Organizations*, First Edition. Jones and Bartlett, 2008.

Evans, R. Contributor. "Chapter 8 - Work Force Diversity in Healthcare Management, Health Administration." In Fottler and Fried. *Human Resources in Healthcare*, Third Edition, 2008.

Phillip Kletke, PhD
Gabel, J.R., Fahlman, C., Kang, R., Wozniak, G., Kletke, P. and J. Hay. "Where Do I Send Thee? Does Physician-Ownership Affect Referral Patterns To Ambulatory Surgery Centers?" *Health Affairs* 27, no. 3 (2008): w165-w174.

Tae Hyun "Tanny" Kim, PhD
McCue, M.J. and T.H. Kim. "Evaluating the Underlying Factors Behind Variable Rate Debt." *Health Care Management Review* (Oct-Dec, 2007): 300-308.

Ravi Nigam, PhD
Koul, R., Corwin, M., Nigam, R. and S. Otzel. "Teaching individuals with severe Broca's aphasia to produce sentences using graphic symbols: implications for AAC intervention." *Journal of Assistive Technologies* 2 (2008): 23-34.

Robbie Kuchler O'Shea, PT, PhD
Cada, E. and R. O'Shea. "Identifying Barriers to Occupational and Physical Therapy Services for Children with Cerebral Palsy." *Journal of Pediatric Rehabilitation Medicine: An Interdisciplinary Approach*, Volume 1: Number 2 (2008): 127-135.

Linda Samson, PhD, RN, BC, NEA, BC

Samson, L. "Malpractice." In Mullner, R. (Ed). *Encyclopedia of Health Services Research*. SAGE Publications, (2008, In Press).

Samson, L. "Substance Abuse and Mental Health Services Administration." In Mullner, R. (Ed). *Encyclopedia of Health Services Research*. SAGE Publications, (2008, In Press).

Samson, L. (2008). "Health Workforce." In Mullner, R. (Ed). *Encyclopedia of Health Services Research*. SAGE Publications, (2008, In Press).

Chung, K., Essex, E.L., and L. Samson. "Ethnic variation in timing of hospice referral: Does having no informal caregiver matter?" *Journal of Palliative Medicine*, 11 (2008): 484-491.

William S. Yacullo, PhD

Yacullo, W. S. "Clinical Masking." *Handbook of Clinical Audiology*, 6th Edition. J. Katz (Ed.). Lippincott Williams & Wilkins: Baltimore. (2008, In Press).

Maristela Zell, PhD, LCSW

Zell, M. "The Movement of the Landless Rural Workers: Issues of Development in Brazil." *Journal of Comparative Social Welfare*, 23(1) (2007): 61-68.

Peer Reviewed Published Abstracts

Nancy Burley, MA, BS

Samson, L., MacMullen, N., Tymkow, C., Martin, P. and N. Burley. *The doctorate in nursing practice: An evidence-based model to improve practice and education*. International Nursing Research Conference. Jerusalem, Israel. (2008).

Kyusuk Chung, PhD

Chung, K., Essex, E.L. and L. Samson. "Ethnic Variation in Length of Stay among Hospice Patients with Advanced Dementia." *The Gerontologist* 2 (2008).

Elizabeth Essex, PhD

Chung, K., Essex, E.L. and L. Samson. "Ethnic Variation in Length of Stay among Hospice Patients with Advanced Dementia." *The Gerontologist* 2 (2008).

Nancy MacMullen, PhD, RNC-HROB, APN/CNS

Samson, L., MacMullen, N., Tymkow, C., Martin, P. and N. Burley. *The doctorate in nursing practice: An evidence-based model to improve practice and education*. International Nursing Research Conference. Jerusalem, Israel. (2008).

Patricia Martin, MSN, RN

Samson, L., MacMullen, N., Tymkow, C., Martin, P. and N. Burley. *The doctorate in nursing practice: An evidence-based model to improve practice and education*. International Nursing Research Conference. Jerusalem, Israel. (2008).

Linda Samson, PhD, RN, BC, NEA, BC

Samson, L., MacMullen, N., Tymkow, C., Martin, P. and N. Burley. *The doctorate in nursing practice: An evidence-based model to improve practice and education*. International Nursing Research Conference. Jerusalem, Israel. (2008).

Chung, K., Essex, E.L. and L. Samson. "Ethnic Variation in Length of Stay among Hospice Patients with Advanced Dementia." *The Gerontologist* 2 (2008).

Catherine Tymkow, ND, MS, APN/WHNP

Samson, L., MacMullen, N., Tymkow, C., Martin, P. and N. Burley. *The doctorate in nursing practice: An evidence-based model to improve practice and education*. International Nursing Research Conference. Jerusalem, Israel. (2008).



make someone's
life better



Governors State University

College of Health and Human Services

1 University Parkway

University Park, IL 60466-0975